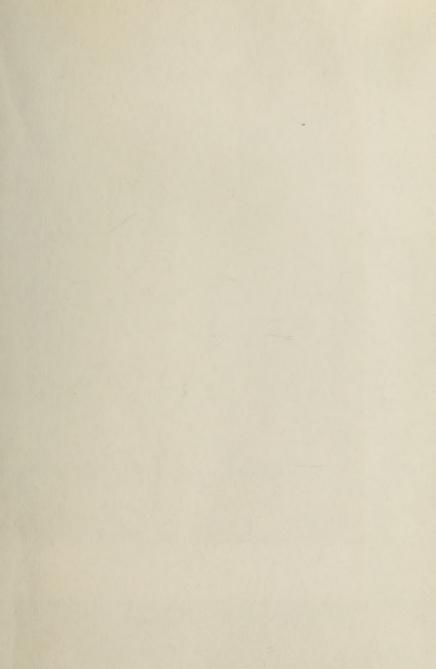
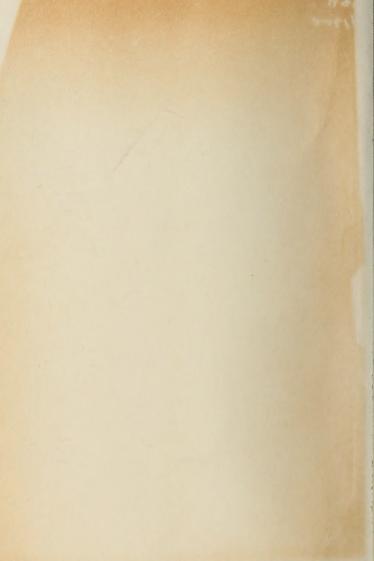




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CIRCULAR OF INFORMATION

AND

: : ANNOUNCEMENTS : :

FOR 1899-1900.

State * Normal * School

OF

SAN DIEGO, CALIFORNIA.



CALENDAR FOR 1899-1900.

Summer session for teachers begins July 17, 1899. Summer session for teachers closes August 25, 1899.

First Term.

Entrance on examinations and credentials, Monday, September 4, 1899.

Registration, Tuesday, September 5, 1899.

Recitations begin Wednesday, September 6, 1899.

Holiday vacation from the evening of Thursday, December 21, 1899, to the morning of Wednesday, January 3, 1900.

Term ends Friday, January 26, 1900.

Second Term.

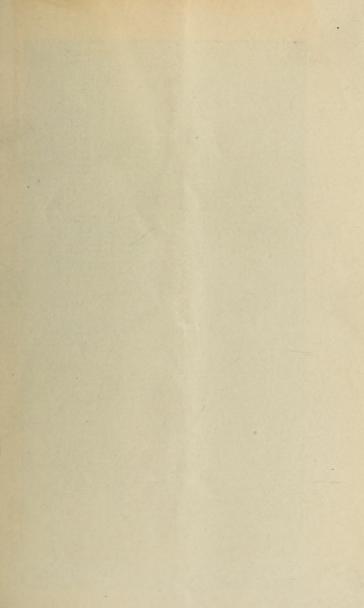
Entrance on examinations and credentials and registration, Monday, January 29, 1900.

Recitations begin Tuesday, January 30, 1900.

Mid-term vacation from the evening of Friday, March 30, 1900, to the morning of Tuesday, April 3, 1900.

Dedication Day, Tuesday, May 1, 1900. Term closes Friday, June 22, 1900.

Daily sessions begin promptly at 8:30 A. M.



[Opened November 1, 1898.

STATE NORMAL SCHOOL, SAN DIEGO, CAL.

Established March 13, 1897.]

STATE NORMAL SCHOOL

OF

SAN DIEGO, CALIFORNIA.

Circular of Information

AND

ANNOUNCEMENTS

FOR

1899=1900.

SACRAMENTO:

A. J. JOHNSTON, : SUPERINTENDENT STATE PRINTING. 1899.

BOARD OF TRUSTEES.

HON. HENRY T. GAGE, Governor. (Ex-officio.)

Hon. THOS. J. KIRK, Supt. of Public Instruction. (Ex-officio.)

(=,==,===,						
W. R. GUY, Chairman	San Diego.					
R. M. POWERS	San Diego.					
GEORGE FULLER	San Diego.					
Z. B. WEST	Santa Ana.					
ISIDORE B. DOCKWEILER	os Angeles.					

MRS. MAUD D. BALDWIN, Secretary.

FACULTY.

SAMUEL T. BLACK, President.

Pedagogy.

EMMA F. WAY, Preceptress.

Mathematics.

JESSE D. BURKS, Registrar.

Psychology, History of Education, and Physics.

DAVID P. BARROWS. History and Political Science.

ALICE EDWARDS PRATT.

English.

HELEN BALLARD. English.

CHAS. T. MEREDITH.

Mathematics.

ARTHUR W. GREELEY. Biology and Chemistry.

FLORENCE DERBY.

Music.

Drawing.

ALEXANDER GRAHAM.

Librarian and Teacher in charge of Study Room.

COURSE OF STUDY.

	FIRST TERM.			SECOND TERM.		
First Year.	English I	*20 20 20 20 20	*5 5 10 2 3	English II	20 20 20 20 20	5 5 5 2 3
Second Year.	English III Plane Geometry I History (Ancient) I Music III Drawing III	20 20 20 20 20	5 5 2 3	English IV	20 20 20 20 20 20	5 5 5 2 3 5
Third Year.	English V Solid Geometry History (European) III Physics I	20 20 20 20	5 5 5 5	English VI History (Special) IV Physics II Psychology	20 20 20 20	5 5 5 5
Senior Year.	Geography, etc Pedagogy I History and Philosophy of Education I History (American) V	20 20 20 20	5 5 5 5	History and Philosophy of Education II Pedagogy II School Economy and School Law Teaching: (a) Observation (b) Practice	10	5 5 5

^{*}The number in the first column refers to the number of weeks; in the second column to the number of recitations per week.

Chorus work by the whole school daily throughout the course.

REQUIREMENTS FOR ADMISSION.

Candidates for admission must be, at least, sixteen years of age, of good moral character, and physically healthy.

Applicants holding the following credentials will be admitted without examination:

- (a) A valid teacher's certificate of any grade from any county, city, or city and county of the State of California;
- (b) A diploma of graduation from a California High School;
- (c) A diploma of graduation from the ninth year of the public schools of the State, if accompanied by a special recommendation of the teacher and a statement of the applicant's standing in the various grammar grade branches; provided, that the School reserves the right to examine graduates of grammar schools in any or all of the following branches: Arithmetic, Grammar, Geography, History of the United States, Reading, Spelling, Penmanship, Vocal Music, and Drawing.

Applicants possessing none of the foregoing credentials must, by examination or otherwise,

satisfy the faculty of their proficiency in the various branches mentioned under (c).

Graduates from secondary schools that have been accredited by the University of California will be given credit for the branches in which they are recommended by the principals of their schools; *provided*, the University has accredited such branches.

Applications for advanced standing will be granted only upon approved credentials or examination.

All applicants for admission must sign the following declaration:

"I hereby declare that my purpose in seeking admission to the State Normal School of San Diego is to fit myself for teaching, and that I intend to teach in the public schools of California, or of the State or Territory in which I may reside."

Teachers in the elementary schools of the State are always heartily welcomed by the Faculty. They may enter any of the classes, either as observers or students, as they may prefer.

No person will be graduated unless he has spent, at least, one year as a resident student, or a number of weeks equal to one year, no matter what his previous preparation may have been.

ADVICE

To Those Who Wish to Enter the School.

- 1. Carefully examine the course of study, and decide how much of it you have thoroughly accomplished, recognizing, always, the difference between the knowledge required by a teacher and that by a person who is expecting to become merely a general scholar.
- 2. Do not be too anxious to enter advanced classes. There will be no time in any class, especially in the Senior Class, to make up back studies. Many who are admitted to the advanced classes fail to do the work well from lack of elementary training.
- 3. Come expecting to work faithfully and honestly, to make study your first and only aim while here, prepared to make any sacrifice for your own good and the good of the school. If you cannot come in this spirit, or if you lack the determination to carry you through, you will make a mistake in entering the Normal School.
- 4. Bring with you some one or two letters of recommendation signed by responsible persons.
 - 5. Should you enter this School for the purpose

of fitting yourself to pass the examination for a teacher's certificate, you are liable to be disappointed.

Expense.

Students are required to furnish their own text-books. Tuition is free in all departments, including laboratory work.

Rooms and board may be had at very reasonable rates. Students from abroad must consult the Preceptress of the School before securing boarding places. Letters of inquiry may be addressed to her at the Normal School, where she may be found two weeks before the opening of the school.

Equipment.

Arrangements have been made with the Board of Education of San Diego to use the University Heights School as a training school.

The library is made up of upwards of two thousand carefully selected books, including a valuable list of general reference works. The biological, chemical, and physical laboratories are fully equipped with the latest and most approved apparatus.

COURSES OF STUDY SOMEWHAT IN DETAIL.

SCIENCE AND ART OF TEACHING.

Psychology.—The facts of mental life, their analysis and classification; elementary mental processes, their content, form, variation, and interdependence; general view of physiological processes accompanying mental processes. The educational significance of psychology is constantly kept in view. The lectures and the assigned reading are supplemented by constant reference to the personal experience and observation of the students.

The History of Education.—A study of the more important civilizing forces of history, especially of those intellectual and moral ideals, individual and national, that made themselves effective in organized systems of education. A critical study of a few educational masterpieces, not as final statements of pedagogical truth, but as steps in the historical development of educational thought.

The Theory of Teaching.—Lectures, assigned readings, and reports on the application

of pedagogical principles to the problems of teaching; the educational value of the subjects taught in elementary schools; methods of teaching these subjects; the evolution of elementary school curricula; the historical development of method in teaching; the meaning and purpose of education as conceived by modern pedagogical thinkers.

School Supervision.—(a) The economy of school organization and government; classification of pupils in rural schools; the arrangement of programs; means of discipline. (b) School Law of California.

ENGLISH.

I.-Narration.

- 1. The study of selections that will at the same time stimulate observation and thought and furnish models of the narrative-descriptive style.
- 2. Constant practice in oral and written narration, with emphasis on the correct sentence, and special endeavor on the teacher's part to make the pupil's observation increasingly true and keen, and his vocabulary increasingly full and accurate.
 - 3. Inductive study of grammatical principles,

as the need arises, with the State Grammar for reference. (The same to be continued through the year.)

II.—Description and Exposition.

- 1. The study of selections affording good description and exposition (in the sense of "explanation" rather than of strictly logical exposition).
- 2. Constant practice in class exercises and themes along descriptive and expository lines, with character description as a half-way house.
- 3. Special study of the Paragraph, with Scott & Denney's Composition Rhetoric as a text and reference book.

III.-Poetry.

- 1. The study of selected poems, with parallel study of poetic form, figure, and language.
- 2. Written work continued along the lines of exposition, especially of exposition of lines of verse, short quotations, or entire poems.

IV.—The Drama; The Novel.

Selected plays of Shakespeare, with some study of dramatic form as such; also the study of some one novel (e. g. Silas Marner) to show the difference between the structure of drama and of novel.

V.-The Essay; The Oration.

Selected essays (Emerson, Carlyle, etc.), and selected orations from Burke and Webster.

VI.—History of the English Language.

THE HISTORY OF ENGLISH LITERATURE, with emphasis on only great movements and important men and works.

VII.—Methods in English (10 weeks).

Discussion of methods of handling Language and Literature in the grades.

HISTORY AND POLITICAL SCIENCE.

The work in these branches covers 100 weeks (500 hours). The study of history includes the following courses:

I.—Ancient History. A brief survey of the culture of Ancient Egypt, the monarchies of Chaldea, Assyria, and Persia, and of the minor peoples of the Eastern Mediterranean, with special attention to the intellectual products of the Greek civilization, and the economic and administrative features of Roman history.

II.—History of Europe from the settlement of the German tribes to the Council of Trent. Adams's European History will form the basis of study, and Emerton's Introduction to the Middle Ages and Seabohm's Era of Protestant Revolution will also be used as a text-book.

III.—History of Modern Times, beginning with the Catholic Reaction, and including special study of the wars and changes arising out of the Reformation, France, Bourbons, the Rise of Russia and Prussia, England's Colonial Expansion, the French Revolution, and the development of national states in the nineteenth century.

IV.—The Intellectual Awakening of Europe. A special course, planned to form an historical introduction to work in the allied department of history of education. The course will embrace the historical aspects of monastic culture, Mediæval ideals, scholasticism, the university in the Middle Ages, the revival of the Roman law, the Italian Renaissance, Humanism, German thought in the fifteenth and sixteenth centuries, etc.

V.—Political and Economic History of American Colonies and of the United States will complete the work in History.

The colonial policies and settlements of other people besides the English will be studied. The industrial as well as the political development of the American people will receive especial attention.

NATURAL SCIENCES.

physics. The elementary principles of Mechanics, Heat, Sound, Light, Magnetism, and Electricity studied through experiments performed in the laboratory by the students. These experiments are, for the most part, quantitative in character and of such a nature as to admit of accurate measurement by the student. The experiments precede and are made the basis of all class-room discussion, of lectures, and of text-book study.

Chemistry. The course extends through twenty weeks of five hours each. As in Physics, the subject will be studied through experiments performed in the laboratory by the students—these experiments being made the basis for all class-room discussion.

Botany, Zoology, Physiology. These courses consist largely of laboratory work by the students, under the guidance of the teachers, supplemented by lectures, and the study of some of the best authorities. The laboratory is sup-

plied with thirty Bausch & Lomb BB4 microscopes.

Geography. The course in Geography aims especially to prepare for the teaching of Geography in the Grammar Schools. The course includes a brief exposition of the scientific principles underlying Geology and Physiography. The History of the Earth—Meteorology—Plant and Animal Evolution and Geographical Distribution, the basis of the classification of human races, or Ethnology, Races and Peoples, History of Geographical Discovery, Historical Geography, and the Geography of Commerce.

MATHEMATICS.

Algebra. The course covers forty weeks, and treats all phases of the elements of Algebra in a most thorough manner.

Geometry. Sixty weeks are devoted to the study of plane and solid geometry. No textbook in particular is followed—the demonstrations being worked out almost entirely by the students themselves. Much time is given to original problems and propositions.

MUSIC COURSE.

- I. Breathing and Voice Production.
- II. Elementary Theory.
 - 1. Major and minor scales.
 - 2. Major, minor, and diminished triads.
 - 3. Interval study.
 - Ear training and sight reading in major and minor keys.
- III. Sight Reading continued throughout the year.
 - IV. Methods.
 - 1. Children's Singing.

Voice training.

Cultivation of the sense of rhythm.

Sight reading.

Rote singing.

Choice of songs.

2. Elements of conducting.

DRAWING.

Form Study—development of type solids from familiar objects—study of solids—clay modeling. Essentials of Prang's system of drawing—sketching from nature—cultivation of the color sense—models and objects in light and shade. Talks on the history of art and architecture.

ANNUAL REPORT OF PRESIDENT

(EXTRACTS THEREFROM)

For the Year Ending June 30, 1899.

The Honorable the Board of Trustees, State Normal School of San Diego, Cal.

Gentlemen: I have the honor to submit the following report:

The act creating the State Normal School of San Diego and appropriating \$50,000 for its support and maintenance was signed by Gov-ERNOR BUDD on March 13, 1897, who appointed W. R. GUY, VICTOR E. SHAW, T. O. TOLAND, J. L. DRYDEN, and JOHN G. NORTH as the first Board of Trustees. The first meeting of the Board was held at San Diego, June 3, 1897. W. R. Guy was elected chairman and J. L. DRYDEN secretary. The Board visited the various sites offered, and, "after a full and free discussion," accepted the offer of the College Hill Land Association, tendering sixteen and a half acres of land on University Heights, City of San Diego. After the approval of the deed by the Attorney-General, the Board advertised for plans of a Normal School building, costing not

to exceed \$100,000. The plans of Messrs. Hebbard & Gill, of San Diego, were accepted; and in due time contracts were let for the erection of the central portion of the building. The work of construction was actually commenced in August, 1898.

SAMUEL T. BLACK, State Superintendent of Public Instruction, was elected President of the School by the Joint Board of Normal School Trustees, at a special meeting held at Sacramento on September 14, 1898. Mr. BLACK resigned his office immediately to assume his new duties.

At a meeting of the Executive Committee held October 27, 1898, the following teachers were selected:

JESSE D. BURKS (A.B. University of Chicago, and A.M. University of California), Registrar. Emma F. Way, Preceptress.

ALICE EDWARDS PRATT (A.B. University of California, and Ph.D. University of Chicago).

DAVID P. BARROWS (A.B. Pomona College; A.M. University of California, and Ph.D. University of Chicago).

ARTHUR W. GREELEY (A.B. Stanford University).

FLORENCE DERBY, Teacher of Music.
SALLIE S. CROCKER, Teacher of Drawing.

At the opening of the School, it was found necessary to elect another teacher, and Miss Helen Ballard (A.B. of the University of California) was chosen.

The School opened in temporary quarters, corner Sixth and F streets, San Diego, on November 1st, with an enrollment of ninety-one, eighty-three of whom were present. Nearly eighty per cent of these students were admitted to advanced standing on account of previous preparation in high schools, normal schools, and colleges.

The corner-stone of the new building was laid in the presence of a large concourse of people, on December 10, 1898, with appropriate ceremonies.

A new class was admitted on February 1, 1899, and Mr. C. T. MEREDITH was added to the faculty.

On May 1, 1899, the new Normal School building was publicly dedicated, when an interesting program was presented. The occasion brought together over one thousand people from San Diego and neighboring counties. The public were invited to inspect the building, and hundreds took advantage of the invitation—all of whom expressed delight at its graceful proportions and economical arrangement. The stu-

dents, decorated in the School colors, white and gold, made an interesting picture, and their songs delighted the audience. Mrs. Susie S. Fox, of San Diego, presented the School with a complete set of Harper's Magazine. The gift was accompanied by the following communication:

845 TENTH ST., SAN DIEGO, CAL.

Mr. President and Board of Trustees of State Normal School of San Diego.

GENTLEMEN: With great pleasure I present to this School, to-day, forty-seven years of Harper's Magazine. I wish, however, to present them as a legacy to the San Diego State Normal School from my late husband, Chas. J. Fox, C.E., whose memory I wish the School to honor.

Respectfully,

April 29, 1899.

SUSIE S. FOX.

Suitable acknowledgment of this splendid gift was made, and the privileges of the library extended to the donor. Mrs. Andrews also presented the School with a beautiful painting of the Matilija poppy, which was duly appreciated, and the gift fittingly acknowledged.

There have been enrolled during the year one hundred and thirty-five students, organized into twenty-six classes, as follows: History of Education, Psychology, Methods (two classes), School

Law, Physiology, English (five classes), Algebra (four classes), Plane Geometry, Solid Geometry (two classes), History (three classes), Geography and Anthropology, Music (two classes), Drawing (two classes). No science work was offered for lack of suitable laboratory facilities in our temporary quarters. Although the school year consisted of only thirty-one weeks of actual teaching, the full year's work has been completed by all the classes, except those in Algebra who had received no previous preparation. was impossible for such classes to complete the entire course, owing to the lack of time. They, however, did more than satisfactory work, and will finish up the subject during the first four weeks of the coming academic year.

It has been the policy of this School to encourage teachers to attend the regular sessions, and take such special courses as they might deem the most advantageous in their school work. Quite a large number of certificated teachers have spent their entire holiday and spring vacations in the School pursuing one to four studies. By your action in opening the doors of the School to teachers during the summer months, you have broadened the scope of usefulness of this Normal School. Your action is heartily commended by

the teachers, and cordially approved by educational leaders, both in and out of the State. This is the first State Normal School on the Pacific Coast to establish summer sessions.

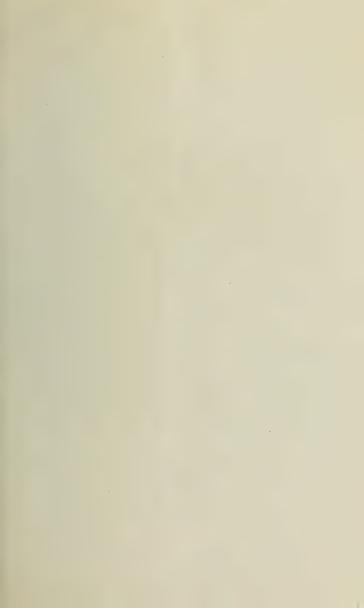
We expect during the coming year to establish correspondence courses whereby such teachers as may desire to do so, may take up one or two courses of study, and carry them on throughout the year. It is only by such means that we can make this new School of immediate benefit to the elementary schools of the State, and repay, in a measure, the generosity of the people for liberal appropriations.

As the great majority of students who enter a Normal School have little or no idea of how to study profitably, it seems to me that it would be wise for us to provide some means of meeting this serious difficulty. I would suggest to you the election of a person of broad education—one with a good working knowledge of books—to act as librarian and teacher in charge of the study room. Our building is admirably adapted for the introduction of this kind of instruction. The library room is large, and can be so arranged that such a librarian-teacher as I have suggested would be one of the most busy and useful instructors in the School.

Believing that physical education should be had as far as possible in the open air, we have encouraged outdoor exercise. Almost immediately upon the opening of the School last November, steps were taken to organize a boating club among the students, and arrange for boating crews. The result has been very gratifying. The Normal School Rowing Club consists of some sixty members divided into six crewsone of these being a crew of young men-all the others are made up of young ladies. The Club purchased the splendid eight-oared barge "Pristis," which already is nearly paid for. Another boat is rented from the San Diego Boat Club, and each afternoon, after the close of school, some one or two crews spend an hour or so on the matchless Bay of San Diego. Each crew is accompanied by, at least, one teacher who understands thoroughly the management of a boat.

In addition to boating, facilities for tennis, basket ball, croquet, hand ball, golf, baseball, etc., should be provided for. There is ample room on the campus for all these means of physical training, and I recommend that you give this matter your careful consideration.





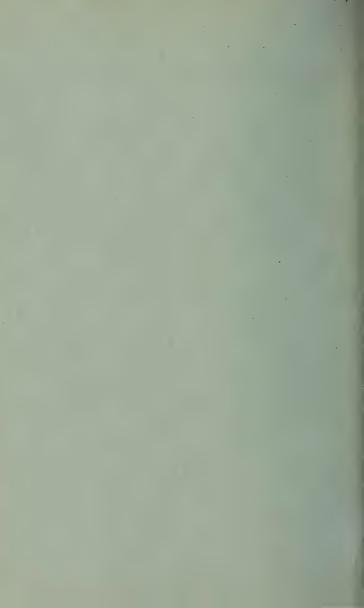


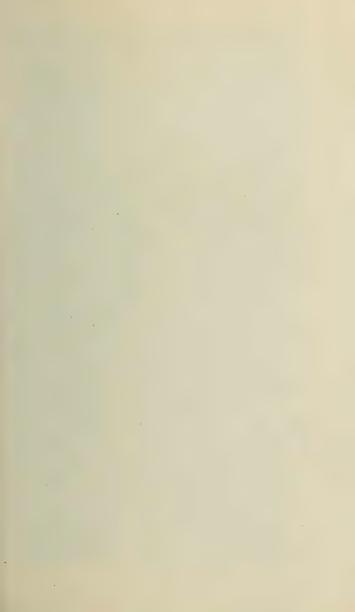
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Circular of Information
1900-1901





CAL. [Opened November 1, 1898.

STATE NORMAL SCHOOL, SAN DIEGO, CAL.

Established March 13, 1897]

STATE NORMAL SCHOOL

OF

SAN DIEGO, CALIFORNIA.

Circular of Information

AND

ANNOUNCEMENTS

FOR

1900-1901.

SACRAMENTO:

A. J. Johnston, - - - Superintendent State Printing.



CALENDAR FOR 1900-1901.

First Term.

Entrance examinations and admission on credentials, Thursday, September 6, 1900.

Examinations for advanced standing and for the removal of conditions, Friday, September 7, 1900.

Registration Day, Monday, September 10, 1900.

Term opens Tuesday, September 11, 1900.

Holiday vacation begins Šaturday, December 22, 1900, and ends Tuesday, January 1, 1901.

Term closes Friday, February 1, 1901.

Second Term.

Entrance examinations and admission on credentials, Monday, February 4, 1901.

Term opens Tuesday, February 5, 1901.

Mid-term vacation begins Saturday, April 13, 1901, and closes Monday, April 22, 1901.

Dedication Day, Wednesday, May 1, 1901.

Term closes Friday, June 28, 1901.



BOARD OF TRUSTEES.

Hon. HENRY T. GAGE, Governor. (Ex-officio.)

HON. THOS. J. KIRK, Supt. of Public Instruction. (Ex-officio.)

()								
W. R. GUY, Chairman	San Diego.							
R. M. POWERS	. San Diego.							
GEORGE FULLER	San Diego.							
Z. B. WEST	Santa Ana.							
ISIDORE B. DOCKWEILER	Los Angeles.							

_____, Secretary.

FACULTY.

SAMUEL T. BLACK, PRESIDENT, Pedagogy.							
EMMA F. WAY, PRECEPTRESS, Subject to assignment.							
JESSE D. BURKS, REGISTRAR,							
DAVID P. BARROWS, History and Geography.							
ALICE EDWARDS PRATT, English.							
HELEN BALLARD, English.							
CHARLES T. MEREDITH, Mathematics.							
——, Mathematics and Physics.							
ARTHUR W. GREELEY, . Biology and Physiology.							
ALEXANDER E. GRAHAM, LIBRARIAN, Chemistry and Physiology.							
FLORENCE DERBY, . Music and Physical Culture.							
HARRIET MORTON, Drawing and Clay-Modeling.							
TRAINING SCHOOL.							
EDITH McLEOD, PRINCIPAL,							
ELISABETH ROGERS,							
Supervising Teacher, Primary Grades.							
, Assistant Supervising Teacher.							
EMPLOYÉS.							
MRS. NORMA DUNLOP, Assistant Librarian.							
——, Typewriter and Stenographer.							
S. L. ROBERTS, Janitor.							

COURSE OF STUDY.

FIRST TERM.				SECOND TERM.						
	GROUP I.		GROUP II.							
7.			English	20	5					
rea			Algebra	20	5					
Chemistry 20		7	Biology	20	10					
Fir	Music	20	2	Music	20	2				
	Drawing	20	3	Drawing	20	3				
	GROUP III.			GROUP IV.						
	English	20	5	English	20	5				
7.	Algebra	5	5	Plane Geometry		5				
1'ec	Plane Geometry	15	5	Mediæval History		5				
pn	Ancient History	20	5	Music	20	2				
Algebra		20	7	Drawing	20	3				
S	Music		2							
	Drawing	20	3							
	GROUP V.			GROUP VI.						
1	English	20	5	English	20	. 5				
hird Year.	Solid Geometry		5	Psychology	20	5				
1 7	Physics		-	Physics	20	7				
iira	Modern History		5	History, European		5				
171	anodera randony isa			History and Philoso- phy of Education	10	5				
	GROUP VII.			GROUP VIII.						
	Geography	20	5	English in the Grades	10	5				
7.	American History	20	5	Primary Arithmetic						
l'ear.	History and Philos-			(Methods)	5	5				
	ophyofEducation	20	5	Theory of Teaching	10	5				
Senior	Arithmetic and Bookkeeping	20	=	School Law & Economy		5				
Se	Observation Work	20	5	Nature Study	10	1				
	Teaching			Observation Work—						
	reaching			Teaching	20	15				

^{*}The number in the first column refers to the number of weeks; in the second column to the number of recitations per week.

Chorus work by the whole school daily throughout entire course. Physical Training continues throughout the course.

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Applicants holding the following credentials will be admitted without examination:

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- (\dot{o}) A diploma of graduation from a California High School;
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ADVICE TO THOSE WHO WISH TO ENTER THE SCHOOL.

- I. Examine carefully the course of study, and decide how much of it you have thoroughly accomplished, recognizing, always, the difference between the knowledge required by a teacher and that by a person who is expecting to become merely a general scholar.
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EXPENSES.

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EQUIPMENT.

The library contains nearly three thousand carefully selected books, including a valuable list of general reference works. The biological, physiological, chemical, and physical laboratories are fully equipped with the latest and most approved apparatus.

DEMAND FOR TEACHERS.

The demand for trained teachers is growing constantly. While a large percentage of those who obtain certificates upon examination remain unemployed, the graduates of the Normal Schools seldom fail to secure good positions and their work is coming to be recognized more and more as greatly superior to that of the untrained teachers with the same native ability.

RIGHTS OF GRADUATES.

The rights and privileges of graduates of California State Normal Schools are defined in Section 1503 of the Political Code, the principal features of which are as follows:

The Board of Trustees of each State Normal School,

upon the recommendation of the Faculty, may issue to those pupils who worthily complete the full course of study and training prescribed, a diploma of graduation.

Said diploma shall entitle the holder thereof to a grammar grade certificate from any City, City and County, or County Board of Education in the State.

Whenever any City, City and County, or County Board of Education shall present to the State Board of Education a recommendation showing that the holder of a Normal School diploma has had a successful experience of two years in the public schools of this State subsequent to the granting of such diploma, the State Board of Education shall grant to the holder thereof a document signed by the President and Secretary of the State Board, showing such fact. The said diploma, accompanied by said document of the State Board attached thereto, shall become a permanent certificate of qualification to teach in any primary or grammar school in the State.

Said diploma of graduation from any Normal School in this State, when accompanied by a certificate granted by the Faculty of the State University, showing that the holder thereof, subsequent to receiving said diploma, has successfully completed the prescribed course of instruction in the Pedagogical Department of the State University, shall entitle the holder to a high school certificate authorizing the holder to teach in any primary or grammar school, and in any high school in this State except those in which the holder would be required to teach languages other than the English.

POST GRADUATE WORK.

The library and laboratories of the school will be at the service of those graduates of the school, or of others who are teachers in the State, who wish to do special graduate work, in so far as such work does not conflict with the regular conduct of the school. It very often happens that many who teach for a part of the year find themselves free for further study, and could do work in he laboratories or reading in the library while the school is in session. This special work, either in the laboratories or in the library, can be planned and directed by members of the Faculty in such a way as to be of great benefit to those who wish to undertake it. Such work will be arranged, when desired, for the purpose of further and better preparation for entrance to a university. Graduates are invited to correspond with members of the Faculty whenever they find themselves in need of such information or assistance as the Faculty can give.

PUNCTUALITY.

The daily sessions begin promptly at 8:30 o'clock in the morning, at which hour the regular opening exercises are held in the general assembly hall. The only acceptable excuse for absence or tardiness is that of illness or accident. A young person who has acquired the tardy habit should either cure it, or give up the idea of teaching.

GOVERNMENT AND DISCIPLINE.

The success or failure of students to govern themselves will be carefully considered by the Faculty in making up their estimate as to preparation for graduation. The management of the school gives to the students the largest possible measure of individual freedom. Abuse of this liberty will be regarded as a serious defect, and may prove disastrous to an otherwise bright and promising young teacher.

TRAINING SCHOOL.

Provision has been made in the new wing (which will be ready for occupancy by September, 1900) for the accommodation of the model and training school.

This school will embrace the eight elementary grades, each of which will be represented by ten to fourteen pupils. Advanced grades will be added as soon as there is proper demand. A carefully selected and separate library will be provided for the use of the pupils, who will be encouraged to read only such books as will tend to cultivate in them a healthy literary taste. Frequent opportunities will be given the pupils to witness the working of some of nature's laws in the laboratories under the direction of Normal School instructors. The training school is not a school for experimentation pure and simple; more properly, it is a school for legitimate investigation. Herein lies the most critical and careful work of the Normal School; for, upon the skill and intelligence displayed in this investigation work, depends its success as a school for the preparation of teachers.

During the Senior year students will spend much of their time in this school, where they will observe, take notes, and report on lessons given by specially trained and experienced teachers. This observation work will be followed by actual practice in teaching under the immediate supervision of these expert teachers aided by instructors from the Normal School proper. Observation and practice work will be interspersed with regular and frequent discussions of the various problems that may arise in the training school, or are likely to arise in school work generally.

LOCATION.

The school is located on University Heights, a pretty mesa three hundred and fifty feet above the waters of the bay. The outlook is beautiful, commanding a view of the city, the matchless bay, Point Loma, the ocean, and the islands of the sea. To the north and east the horizon is broken by mountain chains and rugged peaks.

Street cars run regularly between the campus and all portions of the city. Normal School students travel over the entire street railway system at half rates.

The climate is peculiarly adapted to all-the-yearround study—the summers being always cool and the winters never cold.

BRIEF DESCRIPTION OF THE COURSES.

Note.—The Roman numerals indicate the group or groups to which each subject belongs.

SCIENCE AND ART OF TEACHING.

VI. Psychology. The facts of mental life, their analysis and classification; elementary mental processes, their content, form, variation, and interdependence; general view of physiological processes accompanying mental processes. The educational significance of psychology is kept constantly in view; the purpose being to give a rational psychological basis for individual judgment on problems of child study and of general theory and practice.

20 weeks; 5 hours per week.

TEXTS.—Titchener: Primer of Psychology.

Morgan: Psychology for Teachers.

VI and VII. The History and Philosophy of Education. A study of the more important civilizing forces of history, especially of those intellectual and moral ideals, individual and national, that have made themselves effective in organized systems of education. A critical study of a few educational master/pieces, not as final statements of pedagogical truth, but as steps in the historical development of educational thought. The function of education in individual and social life.

Course VI. in History is planned to form an historical introduction to this course, and must precede the history of modern education.

30 weeks; 5 hours per week.

VIII. The Theory of Teaching. The foundation principles upon which rational methods of teaching and of school supervision must be based; the distinction between education as elementary or fundamental and as secondary; the educational value of the subjects properly included in an elementary school course; the meaning and purpose of education as conceived by modern pedagogical thinkers.

This course is open to such students only as have taken the course in History and Philosophy of Education.

10 weeks; 5 hours per week.

HISTORY AND POLITICAL SCIENCE.

III. Ancient History. The civilization of Ancient Egypt and of Mesopotamia; the Monarchies of Chaldea, Assyria, and Persia; the development of the Religion of Israel; the Greek peoples and the Greek culture; the history of Rome to the establishment of the Empire.

20 weeks; 5 hours per week.

TEXTS.—Anderson: The Story of Extinct Civilizations. Cox: The Greeks and the Persians.

Koch: Roman History. Translated from the German.

These three books should cost about \$1.80; to these can well be added Adams's European History (\$1.40 net), which supplies a helpful outline for all the courses in European History,

IV. Mediæval History. From the Roman Empire in the Age of the Antonines to the end of the thirteenth century.

20 weeks; 5 hours per week.

TEXTS.-Adams: European History.

Emerton: Introduction to the Middle Ages,

Tout: The Empire and the Papacy.

V. Modern History. Europe from the beginning of the fourteenth century to the end of the nineteenth.

10 weeks; 5 hours per week.

TEXTS.—Seebohm: The Era of the Protestant Revolution.

Morse Stephens: Revolutionary Europe.

Grosvenor: Contemporary History.

VI. The Intellectual Awakening of Europe. A course, planned to form an historical introduction to the course in the History of Education. The course will embrace the historical aspects of Monastic culture, Mediæval ideals, Scholasticism, the university in the Middle Ages, the revival of the Roman law, the Italian Renaissance, Humanism, German thought in the fifteenth and sixteenth centuries, etc.

This course consists largely of lectures and reports on assigned reading.

10 weeks; 5 hours per week.

VII. American History. America and Europe from the Discoveries of the fifteenth century to the Treaty of Paris, 1763; the English Colonies and the United States to the end of the nineteenth century.

20 weeks; 5 hours per week.

TEXTS.--Fiske: The Discovery of America.

Thwaites: The Colonies.

Channing: The United States, 1763-1865.

Johnson: American Politics.

ENGLISH.

I. Poetry and Poetics. An introduction to the study of English poetry, with especial reference to Milton and the greater lyrists. Weekly themes. Oral reports on outside readings.

20 weeks; 5 hours per week.

TEXTS.-I,ewis: Introduction to the Study of Literature. (Macm.)

Sprague: Milton's Paradise Lost, Bks. I and II. (Ginn.) Palgrave: Golden Treasury of Songs and Lyrics, first series. School edition. (Macm.)

II. The Drama and the Novel. A critical study of three or more plays of Shakspere and of two or more standard novels. Written reports on outside readings. 20 weeks; 5 hours per week.

TEXTS.—Shakspere: Julius Caesar, Macbeth, Midsummer Night's Dream. (Annotated editions not required.)

Hawthorne: The House of Seven Gables,

George Eliot: Silas Marner. Other texts will be added as needed.

III. Exposition. Analytical study of expository prose, with constant writing along descriptive and expository lines.

20 weeks; 5 hours per week.

TEXTS.—Buck and Woodbridge: Expository Writing. (Holt.) Carlyle: Heroes and Hero Worship. School edition.

Macaulay and Carlyle on Johnson (1 vol.). (Holt.) Morley: Essay on Macaulay; paper, (Macm.) Baldwin: Specimens of Prose Description. (Holt.)

The last named will be used in IV, also, Other texts will be added as needed.

IV. The Essay and the Oration. Examination of the argument and the historical basis of one or more orations. Reading of some eight or ten essays, literary, critical, and scientific. Written reports on outside reading.

20 weeks; 5 hours per week.

TEXTS.—Oration:

Bradley: Orations and Arguments. (Allyn & Bacon.) Essay:

Macaulay: Essay on Milton, (Am. Book Co.) Carlyle: Essay on Burns. (Ed. Pub. Co.)

TEXTS .- Essay-Continued.

De Quincey in Little Masterpieces. (Doubleday and McClure.)

Lamb: Essays of Elia, first series. (Hurst.)

Curtis: Prue and I. (Hurst.)

Bacon's Essays. (Ginn.)

Emerson, three essays, Eclectic Classics. (Am. Book Co) $\,$

Newman, Ruskin, Stevenson, as found in Baldwin's Prose Description. (See III.)

Huxley and Fiske, as found in Buck and Woodbridge. (See III.)

V. (a) Grammar and Word Study. A thorough review of English Grammar, with some attention to historical forms, and a study of the composition of English words.

10 weeks or more; 5 hours per week.

TEXTS —Revised Grammar, State Series.

Anderson: A Study of English Words. (Am. Book Co.)

(b) Argumentation. Class study of argumentative prose, with advanced composition along argumentative lines.

10 weeks or less; 5 hours per week.

TEXT.—Buck: Argumentative Writing. (Holt.)

VI. The History of the English Language and Literature. A study of the evolution of our literature and literary forms, from the Beowulf to the present time. Lectures accompanied by the study of an historical text and the reading of typical literature of the various periods.

20 weeks; 5 hours per week.

Texts.—Pancoast: Introduction to English Literature. (Holt.)
George: Chaucer to Arnold. (Macm.)

VII. Methods in English in the Elementary School. Discussion of literature suitable for the grades; consider-

ation of methods of presenting reading, language, composition, grammar, and literature in the elementary school. Written and oral reports on assigned reading. 10 weeks; 5 hours per week.

MATHEMATICS.

I., II., and III. Algebra. This course will comprise all that is usually embraced within the limits of the High School Algebra, with the exception of Logarithms and the solution of higher equations.

The subject will be taught in its entirety; no specialization will be made other than that necessary to bring up to a general standard of proficiency students who may be backward in any part of the study.

45 weeks; 5 hours per week.

TEXT.-Milne: High School Algebra.

III. and IV. Plane Geometry. In this course the laboratory method will be followed—the text containing nearly eight hundred examples, propositions, and problems for the independent work of the student.

20 weeks; 5 hours per week.

TEXT.-Milne: Plane Geometry.

V. Solid Geometry. Same method of study as in the preceding sections.

20 weeks; 5 hours per week.

TEXT.-Milne: Solid Geometry.

VII. Arithmetic. The foregoing work in Mathematics will have prepared the student for an exhaustive analysis of the principles underlying the Science of Arithmetic. In this work attention will be given to Bookkeeping. No special text will be used in this branch.

20 weeks; 5 hours per week.

NATURAL SCIENCES.

I. Chemistry. A course designed to give the student a general knowledge of the elements and of chemical action, preparatory to the work in Biology, Physiology, and Physics. Experiments are performed by the student under the supervision of the teacher, the laboratory experience being made the basis for lecture and textbook work. The course covers the work laid down in a standard high school text-book.

20 weeks; 7 hours per week.

TEXT.—Remsen: Briefer Course of Chemistry.

II. Biology. This course is based on the laboratory study of types of all the great groups of animals and plants. These types will be dissected to make clear the fundamental points of structure from the lowest forms to the highest, but a large share of the work will be devoted to a study of the habits and physiology of these animals and plants as a basis for the special course in Physiology which immediately follows this course.

20 weeks; 10 hours per week.

TEXT.—Parker: Elementary Biology.

III. Physiology. This course consists first of a study of the gross anatomy and histology of the human body, which precedes a series of experiments on the functions of the various organs of the body. These experiments are made exceedingly practical to serve as aids to the teaching of Physiology in the grades.

The laboratory is equipped with thirty excellent Bausch & Lomb compound microscopes, and all needful apparatus for experimental Physiology.

20 weeks; 7 hours per week.

TEXT.-Martin: Human Body (briefer conrse).

V. and VI. Physics. The elementary principles of Mechanics, Heat, Sound, Light, Magnetism, and Electricity studied through experiments performed in the laboratory by the students. These experiments are, for the most part, quantitative in character and of such a nature as to admit of accurate measurement by the student. The experiments precede and are made the basis of all class-room discussion, of lectures, and of text-book study. The schedule of school work is so arranged that each student gives two consecutive periods on each of two days a week to laboratory work. Meetings of the entire class for discussion and recitation are held three times a week.

40 weeks; 7 hours per week.

TEXTS.—Carhart and Chute: Elements of Physics.

Alexander: Experimental Physics.

VII. Geography. The elements of the Sciences of Geography, Palæontology, Physiography, Meteorology, Anthropology, and Evolution and Geographical distribution of plants and animals.

20 weeks; 5 hours per week.

TEXTS.—Tarr or Davis: Physical Geography.

Keane: Ethnology.

Jacobs: Story of Geographical Discovery.

VII. or VIII. Nature Study. A special course in Nature Study is given to the Seniors as a preparation for such work in the grades. It consists of a series of simple experiments designed to illustrate some of the more common activities of animals and plants, with talks on their life histories and habits.

10 weeks; I hour per week.

MUSIC.

- I. I. Breathing and Voice Production.
 - 2. Exercises in Rhythm.
 - 3. Elementary Theory:

Major scales.

Intervals of major scale.

4. Sight Singing.

20 weeks; 2 hours per week.

- II. I. Sight Singing, continued.
 - 2. Elementary Theory:

Triads.

Minor scales.

Intervals of minor scale.

20 weeks; 2 hours per week.

III. I. Methods.

Children's Singing.

Voice training.

Cultivation of sense of rhythm.

Rote singing.

Sight singing.

Choice of songs.

Elements of Conducting.

2. Sight Reading and Song Singing continued throughout the term.

20 weeks; 2 hours per week.

- IV. I. General Review of previous work.
 - 2. Elements of Harmony.

20 weeks; 2 hours per week.

Texts.—Abridged Academy Song Book.

Popular Method of Sight Singing. (Damrosch.)

Chorus work 20 minutes a day during entire Normal School course.

DRAWING.

I. Form Study.

- 1. Clay modeling.
- 2. Outline drawing from type solids and familiar objects based on type solids.
- 3. Scientific perspective.

20 weeks; 3 hours per week.

II. Light and Shade.

Drawing from antique cast (charcoal) with talks on the History of Art and Architecture.

20 weeks; 3 hours per week.

III. Composition.

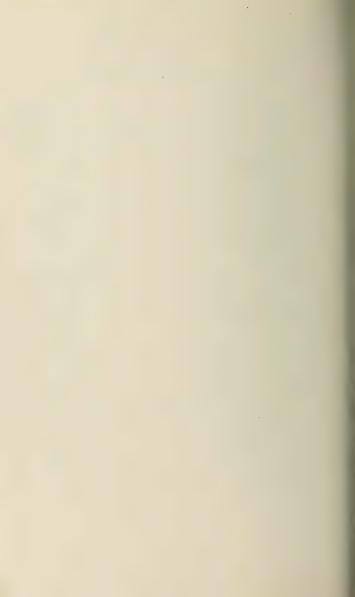
Practice with different media, i. e., pen and ink, wash (brush work), lead pencil, etc.

20 weeks; 3 hours per week.

IV. (a) Color Study. Water colors.

(b) Methods. Essentials of Prang's System of Drawing for Public Schools, with practical work in the training school.

20 weeks; 3 hours per week.







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TATE NORMAL SCHOOL

SAN DIEGO, CAL.

CIRCULAR OF INFORMATION

1902-1903







Established March 13, 1897.]

STATE NORMAL SCHOOL, SAN DIEGO, CAL.

STATE NORMAL SCHOOL

OF

SAN DIEGO, CALIFORNIA.

CIRCULAR OF INFORMATION

AND

ANNOUNCEMENTS

FOR

1902-1903.

SACRAMENTO:

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CALENDAR FOR 1902-1903.

FIRST TERM.

Admission on	crede	ntial	s,	-	-	-	Monday, August 11, 1902
Term opens	-	-	-	-	-	-	Tuesday, August 12, 1902
Term closes	-	-	-	-	-	-	Friday, December 19, 1902
			SEC	ON	D TE	ERM	i.

Entrance examin	iatio redei	ns a ıtials	and }	-	-	-	Monday, January 5, 1903
Term opens	-	-	·_	-	-	-	Tuesday, January 6, 1903
Dedication Day	-	-	-	-	-	-	- Friday, May 1, 1903
Commencement	_	-	_	-	-	-	Wednesday, May 27, 1903

BOARD OF TRUSTEES.

Ex Officio.
HON. THOS. J. KIRK, - Superintendent of Public Instruction.
W. R. GUY, San Diego.
R. M. POWERS, San Diego.
GEORGE FULLER, San Diego.
Z. B. WEST, Santa Ana.
ISIDORE B. DOCKWEILER, Los Angeles.
OFFICERS OF THE BOARD.
GEORGE FULLER, Chairman.
FRED. W. PARRISH, Secretary.

EXECUTIVE COMMITTEE.

GEORGE FULLER, R. M. POWERS,

HON HENRY T. GAGE -

W. R. GUY.

FACULTY.

SAMUEL T. BLACK, PRESIDENT, - - - - - - School Administration.
Pupil Teachers' Course, British Schools.

EMMA F. WAY, PRECEPTRESS, - - - - - - Mathematics and Reading.
Grand River Institute, Ohio.

Ph.B., Univ. Cal; Ph.D., Chicago.

State Normal School, San José, Cal.; special training in music and physical culture.

Ph.B., Univ. Cal.

- - - Music and Physical Training,

- - - Mathematics.

ALICE EDWARDS PRATT, - - -

CHARLES T. MEREDITH, - - - -

FLORENCE DERBY,

HELEN BALLARD.

Grant Academy, Ky.
HARRIET MORTON, Drawing and Clay-Modeling, A.B., Stanford; special preparation in art.
EDITH McLEOD, State Normal School, Mass.; Graduate Student, Teachers' College, Columbia.
ELISABETH ROGERS, Supervising Teacher Primary Grades. State Normal School, Albany, N. Y.
J. F. WEST, Mathematics and Physics A.B., Stanford; Graduate Student, Harvard.
W. F. BLISS, History and Geography. B.S., Mount Union; B.L., Univ. Cal.
HARRY M. SHAFER, DIRECTOR OF TRAINING SCHOOL, - Psychology and Education. B.S., M.S., Eureka; A.B., A.M., Harvard; Graduate Student, Teachers' College, Columbia.
JOSEPHINE BATCHELDER, English. A.B., Wellesley.
ANNE MOORE Biology and Physiology. Ph.D., Chicago; A.B., A.M., Vassar.
W. T. SKILLING, Chemistry and Physiology State Normal School, Los Angeles, Cal.; M.S., Univ. Cal.
EMPLOYÉS.
MRS. NORMA DUNLOP, Librarian.
FRED. W. PARRISH, Stenographer and Typewriter.
S. I. ROBERTS, Janitor.

FOUR-YEAR COURSE.

Each group represents one half-year's work.

Group I.			Group II.		
Poetry and Myths	20	5	Drama and Novel	20	5
Algebra	20	5	Algebra	20	5
Chemistry	20	7	Biology	20	10
Drawing	20	5	Drawing	20	3
Music	20	3	Music	20	2
Group III.			Group IV.		
Exposition, etc.	20	5	Essay and Argumentation	20	5
Algebra	20	5	Geometry	20	5
Ancient History	20	5	Mediæval History	20	5
Drawing	20	5	Physiology	20	5
Music	20	3	Reading	20	3
Group V.			Group VI.		
Advanced Grammar, etc.	20	5	History of Literature	20	5
Geometry	20	5	Modern History	20	5
Psychology	20	5	Education	20	5
Physics	20	7	Physics	20	7
Physical Training	20	2	Physical Training	20	2
Group VII.			Group VIII.		
American History and Methods .	20	5	English in the Grades	IO	5
Geography and Methods	20	5	School Administration	10	5
Education	20	5	Nature Study	10	1
Arithmetic and Bookkeeping	20	5	Teaching—Theory	20	3
Number Work	5	5	Teaching—Practice	20	15
Phonics	5	5			
Training School	10	5			

Twenty minutes chorus work daily throughout the entire course.

The number in the first column refers to the number of weeks; in the second column to the number of hours per week.

It is probable that arrangements will be made whereby Latin will be offered as an elective in 1902-1903.

COURSE FOR GRADUATES OF ACCREDITED HIGH SCHOOLS.

- I. Graduates of accredited high schools, properly recommended to the State University, will be admitted to advanced standing, upon approval of their recommendations by the Committee on Credentials.
- 2. Students admitted to such advanced standing will be required to spend at least two academic years in the Normal School before graduation.
- 3. The appended shorter course has been arranged for such students as come duly recommended in the following subjects: English, subjects A, I, and I4; Algebra, subject 3; Plane and Solid Geometry, subject 4 and I2 $(a)^1$; Ancient History, subject I0; Mediæval and Modern History, subject I3; Physics, subject I1; Chemistry, subject I2 (b); Botany, subject I2 (c); Zoölogy, subject I2 (d).
- 4. Applicants not recommended in all the above subjects will be required to make up the deficiency either by examination or by class work, at the option of the department concerned.
- 5. Recommendation in Latin will be accepted as equivalent for a portion of the English at the option of the English department.

TWO-YEAR COURSE.

	тн	IRD	YEAR.		
First Term.			Second Term.		
English	20	5	English	20	5
Physiology	20	5	American History and Methods	20	5
Psychology	20	5	Education	20	5
Drawing	20	5	Drawing	20	3
Music	20	3	Music	20	2
Physical Training	20	2	Physical Training	20	2
I	FOU	RTI	HYEAR.		
Geography and Methods	20	5	English in the Grades	10	5
Arithmetic and Bookkeeping	20	5	School Administration	10	5
Education	20	5	Nature Study	10	1
Primary Number Work	5	5	Teaching—Theory	20	3
Phonics	5	5	Teaching—Practice	20	15
Drawing	20	5			
Music	20	3			
Training School	10	5			

REQUIREMENTS FOR ADMISSION.

Candidates for admission must be at least sixteen years of age, of good moral character, and physically healthy.

Applicants holding the following credentials will be admitted without examination:

- (a) A valid teacher's certificate of any grade from any county, city, or city and county of the State of California;
 - (b) A diploma of graduation from a California high school;
- (c) A diploma of graduation from the ninth year of the public schools of the State, if accompanied by a special recommendation of the teacher and a statement of the applicant's standing in the various grammar grade branches; provided, that the school reserves the right to examine graduates of grammar schools in any or all of the following branches: Arithmetic, Grammar, Geography, History of the United States, Reading, Spelling, Penmanship, Vocal Music, and Drawing.

Applicants possessing none of the foregoing credentials must, by examination or otherwise, satisfy the Faculty of their proficiency in the various branches mentioned under (e).

Graduates from secondary schools that have been accredited by the University of California will be admitted to the two-year course, and given credit for the branches in which they are recommended by the principals of their schools; *provided*, the University has accredited such branches.

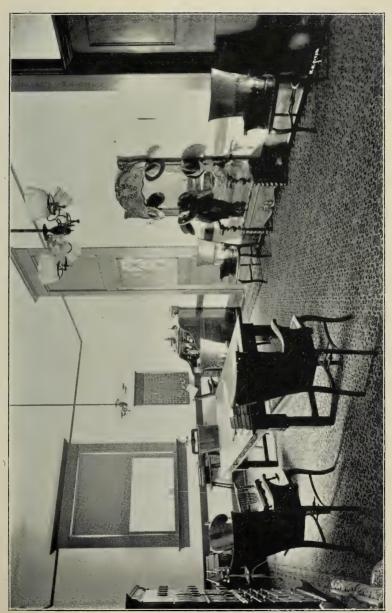
Applications for advanced standing will be granted only upon approved credentials or examination.

All applicants for admission must sign the following declaration:

I hereby declare that my purpose in seeking admission to the State Normal School of San Diego is to fit myself for teaching, and that I intend to teach in the public schools of California, or of the State or Territory in which I may reside.

Teachers in the elementary schools of the State are always heartily welcome. They may enter any of the classes, either as observers or students, as they may prefer.

No person will be graduated unless he has spent at least one year as a resident student, or a number of weeks equal to one year, no matter what his previous preparation may have been.



DATE OF OPENING CHANGED.

By a resolution of the Board of Trustees, the school year will begin hereafter in August instead of in September. This arrangement will be decidedly advantageous to the graduates, as it will change the dates of graduation from February and June to December and May, thus giving them better opportunities to secure schools than was possible under the old arrangement. It will divide the year into two equal parts, separated by two full weeks' vacation at the holidays, and permit of ten weeks' vacation during the midsummer months. The weather during August in San Diego is ideal.

For exact date of opening, see calendar on page 5.



AIM OF THE SCHOOL.

The Normal School has but one purpose, that of fitting suitable persons to teach in the public schools of the State. No one, unsuited by either natural inclination, ill health, or physical disability, should apply for admission. The selection of a young person's life work ought not to be lightly made. This is particularly true of teaching, which means a life of devotion and self-denial without a corresponding money equivalent.

The Normal School course demands of all who enter upon it adequate preparation, native ability, and a willingness to study. Prompt and regular attendance at the daily recitations, satisfactory preparation of assigned lessons, and good health will insure creditable records in the various lines of study and instruction.

The curriculum here presented is divided into groups of subjects, each representing a term, or half-year's work. Any attempt to carry more than the specified work of a group or its equivalent is a mistake, and nearly always results in one or more failures, and is, consequently, a loss rather than a gain in time.

There may be short cuts to the teacher's certificate; there are none to the preparation requisite for efficient teaching.



A WORD OF ADVICE.

Before enrolling your name as an applicant, determine in your own mind whether you really desire to prepare yourself for teaching. If so, come prepared to do genuine work. You will not be permitted to hurry through the course. Remember that each day has its full complement of allotted work, and must not be burdened with the work of another day. If this is kept constantly in view, you can do the entire work of the school in a manner creditable alike to yourself and the State, provided you retain good health.

On presenting yourself as a candidate for admission, bring with you one or two letters of recommendation from responsible people—former teachers, if possible.



EXPENSES.

Students are required to furnish their own text-books. Tuition is free in all departments.

Rooms and board may be had at very reasonable rates. Students from abroad must consult the Preceptress of the school before securing boarding places. Letters of inquiry may be addressed to her at the Normal School, where she may be found one week before the opening of the school.



EQUIPMENT.

The library contains over three thousand carefully selected books, including a valuable list of general reference works. The laboratories are equipped with the latest and most approved apparatus.



DEMAND FOR TEACHERS.

The demand for trained teachers is growing constantly. While a large percentage of those who obtain certificates upon examination remain unemployed, the graduates of the Normal Schools seldom fail to secure good positions, and their work is coming to be recognized more and more as greatly superior to that of the untrained teachers with the same native ability.



A CORRIDOR.

RIGHTS OF GRADUATES.

The rights and privileges of graduates of California State Normal Schools are defined in Section 1503 of the Political Code, the principal features of which are as follows:

The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue to those pupils who worthily complete the full course of study and training prescribed, a diploma of graduation.

Said diploma shall entitle the holder thereof to a grammar school certificate from any City, City and County, or County Board of Education in the State.

Whenever any City, City and County, or County Board of Education shall present to the State Board of Education a recommendation showing that the holder of a Normal School diploma has had a successful experience of two years in the public schools of this State subsequent to the granting of such diploma, the State Board of Education shall grant to the holder thereof a document signed by the President and Secretary of the State Board, showing such fact. The said diploma, accompanied by said document of the State Board attached thereto, shall become a permanent certificate of qualification to teach in any primary or grammar school in the State.



POST GRADUATE WORK.

The library and laboratories of the school will be at the service of those graduates of the school, or of others who are teachers in the State, who wish to do special graduate work, in so far as such work does not conflict with the regular conduct of the school. It very often happens that many who teach for a part of the year find themselves free for further study, and could do work in the laboratories or reading in the library while the school is in session. This special work, either in the laboratories or in the library, can be planned and directed by members of the Faculty in such a way as to be of great benefit to those who wish to undertake it. Such work will be arranged, when desired, for the purpose of further and better preparation for entrance to a university. Graduates are invited to correspond with members of the Faculty whenever they find themselves in need of such information or assistance as the Faculty can give.

PUNCTUALITY.

The only acceptable excuse for absence or tardiness is that of illness or accident. A young person who has acquired the tardy habit should either cure it or give up the idea of teaching.



GOVERNMENT AND DISCIPLINE.

The success or failure of students to govern themselves will be carefully considered by the Faculty in making up their estimate as to preparation for graduation. The management of the school gives to the students the largest possible measure of individual freedom. Abuse of this liberty will be regarded as a serious defect, and may prove disastrous to an otherwise bright and promising young teacher.



ATHLETICS.

The campus, consisting of sixteen and one half acres, is fairly well equipped with tennis courts, basket-ball and base-ball grounds. Besides these facilities for physical development, the Faculty and students have organized a Normal School Rowing Association. The Association, which is made up of five or six rowing crews, owns a magnificent eight-oared barge. Some one or other of these crews under a young lady captain may be seen almost daily, after the close of school, rowing on the still waters of the bay.



LOCATION.

The school is located on University Heights, a pretty mesa three hundred and fifty feet above the waters of the bay. The outlook is beautiful, commanding a view of the city, the matchless bay, Point Loma, the ocean, and the islands of the sea. To the north and east the horizon is broken by mountain chains and rugged peaks.

Street cars run regularly between the campus and all portions of the city. Normal School students travel over the entire street railway system at half rates.

The climate is peculiarly adapted to all-the-year-round study—the summers being always cool and the winters never cold.



SOUTH PORTICO.

SANITATION.

Dr. W. P. Mathews, Secretary of the State Board of Health, in his report to the Board dated June 30, 1900, on the sanitary conditions of the public buildings of the State, says:

"The Normal School buildings have received your attention. Inasmuch as the pupils who attend these institutions do not reside on the premises, the question of sanitation is not so vital as it is in the cases of the State Prisons and the State Hospitals. Nevertheless, due regard is had to keeping the buildings clean and in a wholesome condition. In some instances, the management have to contend with difficulties due to poor construction of the buildings, such as insufficiency of ventilation and badly arranged lighting. Upon the whole, however, we are able to say that hygienic laws are observed in these institutions and their sanitary conditions up to our requirements.

"In this connection we feel called upon to make special mention of the State Normal School at San Diego. In the erection of this building more attention has been given to modern sanitary requirements than in any other public building in the State. The structure is so planned that each class-room, recitation-room, and office is equipped with two separate air shafts; the library and assembly-rooms, being larger, have four such shafts. * * * In the toilet-rooms the air is drawn downward through the closets and urinals by means of a hot-air shaft, with which they are exclusively connected. The system is a perfect success, and absolutely prevents the escape of gases or odors into the toilet-rooms. * * * *"



TRAINING SCHOOL.

The Training School consists of nine grades, of not to exceed twelve members each, viz.: the regular eight public school grades, and a ninth or connecting grade for those pupils of the Training School who contemplate entering the Normal School, or the tenth year of a high school, after the completion of the Training School course.

All teaching in the Training School is under the close supervision of a number of expert training teachers and members of the Normal School faculty. The teaching consists of individual, group, and class teaching. Individuals, or small groups, who, on account of some defect, weakness, or peculiar condition, need special attention, are given individual or group attention, while they are, at the same time, carrying the work with the regular class or grade. In short, while the class work is the form that the greater part of the work assumes, the needs of each individual child are closely studied and the best means possible are employed to meet those needs. The development and growth of

the child, and the condition of the sense organs, especially the eye and ear, are closely watched.

Principles of school hygiene as to seating, lighting, ventilation, the hygiene of the school subjects, etc., receive concrete application. Each student who instructs in the Training School is required to prepare and submit plans of the series of lessons and of each separate lesson, in advance of teaching. The Training School serves a three-fold function in its relation to the Normal School, viz.:

First—Offering an opportunity for training and practice to students who have reached their Senior year and who are soon to go as teachers into the schools of the State. The student is brought face to face with the every-day problems of actual teaching, and, in their solution, develops the spirit of independence and adaptability;

Second—In this school are tested the thoughts and teachings of the various departments of the Normal School. By this means, among others, the work of the Normal School proper is constantly kept within the range of practicability and applicability;

Third—The Normal School stands for advanced thought in education. In the Training School this thought takes concrete form. There, investigation and research are continually carried on with a view to improvement and advance in school work.



EAST WING.

BRIEF DESCRIPTION OF THE COURSES.

 $\tt Note.$ —The Roman numerals indicate the group or groups to which each subject belongs.

EDUCATION.

Education V.—Psychology. (Mr. SHAFER.)

The early part of the course serves as a general introduction to psychology. The facts and conditions of mental life, and the nomenclature, terminology, and method of the science. Introspection to serve as a basis for later child study. Simple experiments to train in method, to develop independence in investigation, to drill in use of apparatus, and to arrive at some of the results that have been determined and generalized; this experiment work employs such apparatus as the teacher will need and can make in her school work. The exploration of the senses is emphasized.

The experiment work leads directly to the later work of the course, which is child study. Individual and collective study of children by each member of the class. Development of principles of teaching by a study of school practice based upon psychological laws. Study of child mind as a preparation for later class-room work.

20 weeks; 5 hours per week.

TEXTS.—Titchener: Primer of Psychology.

James: Briefer Course.

Thorndike: Notes on Child Study.

Education VI.—History of Education. (Mr. Shafer or Miss Ballard.) Lectures, reports, discussions, and assigned readings.

The factors that determine the nature of the process of education, and the avenues of approach in investigating its history. The purpose of the study of the subject.

Education in primitive times. Oriental education. (China the type.) Transition to Occidental through Egyptian and Hebrew civilization. Greek education. Roman education. The blending of Greek, Roman, and Christian ideals. Mediæval education. Scholasticism. The rise of universities. The Renaissance. The Reformation.

Modern education; the evolution of: 1. Theory; 2. The curriculum; 3. Method; 4. School systems.

The idea in the study of each epoch or phase is to discover in what way it leads up to and functions in the present. The previous term's

LIBRARY AND STUDY ROOM.

work in psychology is taken as an apperceptive basis for a further study of the growth of the influence and function of that subject in education. So far as possible the theory of a given period is compared with the actual practices of the time.

20 weeks; 5 hours per week.

TEXTS.—Seeley: History of Education.

Laurie: Pre-Christian Education.

Davidson: Education of the Greek People.

Ouick: Educational Reformers.

Education VII.—General Method. (Mr. SHAFER.)

First half term: A consideration of fundamental principles, such as, factors in education, aim, educational values, and the enrichment of the course of study. Bases for school-room work, e. g., self-activity, interest, apperception, will training. Physical conditions in the school-room.

Second half-term: A theoretical and practical study of the successive steps in the development of the recitation. The lesson plan emphasized. Each member of the class teaches one hour per day in the Training School, and is held to a close account for lesson plans. These plans are discussed before the class, and occasionally a visit is made by the class to the Training School to observe the results of a plan in its concrete application.

20 weeks; 5 hours per week.

TEXTS.—McMurry: General Method.

McMurry: Method of the Recitation.

Education VIII.—Seminary on Practice Teaching. (Mr. SHAFER.)

One period each week the entire class observes a recitation, conducted by one of its members in the Training School. On rare occasions the observed recitation is in charge of one of the Supervising Teachers.

The second hour is devoted to a discussion and criticism of the previously observed recitation, the student who conducted the recitation being first given an opportunity for self-criticism. In all discussion personal opinion is eliminated so far as possible, and criticism is based upon principles involved. Something better and more helpful must be substituted for that which is criticised, *i. e.*, there must be construction as well as destruction.

The third hour is spent in the consideration of some stimulating piece or pieces of educational literature that discuss current problems in education. The past year Dr. Dewey's Ethical Principles Underlying Education has supplied subject-matter.

The course is open to such students only as have completed Education V, VI, and VII, and are engaged in practice teaching in the Training School.

20 weeks; 3 hours per week.

Education V, VI, VII, and VIII form a continuous and connected series, and should be taken in the order announced. Only in exceptional cases will deviation from this order be allowed.



Teaching.—Each student teaches in the Training School for the period of seven and one-half months. During the second half of the first term in the Senior Year one hour of *successful* teaching per day is required; in one half of the remaining term of the same year two hours of *successful* teaching are prescribed, and in the other half three hours.

All of the above teaching is under the direction of the Supervising Teachers and the Director of the Training School, assisted by the heads of departments in the Normal School. The last named, through their close relation to the Training School, preserve unity between the subject-matter and methods of the Normal School on one hand and the application of the same in the Training School on the other.

The Supervising Teachers teach daily in the Training School, yet the model lesson, as such, is employed but little, it being preferred that the student grow and develop through individuality and self-expression rather than by means of an apprenticeship system.

School Hygiene.—This subject is provided for in its logical connection in various courses, e. g., Psychology V (Child Study) leads up to the hygiene of the school-room; in Education VIII occurs the discussion of the hygiene of the school subjects, and in connection with School Administration the lighting, heating, ventilation, and seating of school-rooms are carefully considered and discussed. The subject of suitable physical exercise also receives much attention.

VIII.—School Administration. A brief survey of the general features of school administration in the United States, comparing it incidentally with that of the leading European countries; a study in detail of the California system of administration, including the powers and duties of the various school boards and school officers; the collection and distribution of school funds in California; the law for certificating teachers; the provisions for ethical, intellectual, scientific, and industrial improvement, etc.

10 weeks; 5 hours per week.

VII.—Primary Number Work. A course covering the work in arithmetic for the third and fourth years of the elementary schools, embracing the forty-five combinations and their application to addition and subtraction; development of the multiplication table and its application to multiplication and division; notation and numeration; a few of the simpler tables of weights and measures considered concretely, together with examples in reduction, addition, subtraction, multiplication, and division involving these tables; the development of the fraction, including the decimal to hundredths, accompanied by many very simple examples illustrative of the principles that underlie (nearly) all the operations in common and decimal fractions.



ENGLISH.

I. (a) The Study of Myths.

(b) Poetry and Poetics. An introduction to the study of English poetry, with especial reference to Milton and the greater lyrists. Interpretative themes. Oral reports on outside readings.

20 weeks; 5 hours per week.

TEXTS.-Bullfinch: Age of Fable.

Palgrave: Golden Treasury of Songs and Lyrics, first series. School

edition, (Macm.)

II. The Drama and the Novel. A critical study of three or more plays of Shakspere and of two or more standard novels. Written reports on assigned outside reading.

20 weeks; 5 hours per week.

TEXTS.—Shakspere: Julius Cæsar; Macbeth; Midsummer's Night's Dream. (Any clear type edition.)

Hawthorne: The House of Seven Gables,

George Eliot: Silas Marner.

Other texts will be added as needed.

III. Exposition. Analytical study of expository prose, with constant writing along descriptive and expository lines.

20 weeks; 5 hours per week.

TEXTS.—Pearson: The Principles of Composition Writing. (Heath.)
Buck and Woodbridge: Expository Writing. (Holt.)

Other texts will be added as needed.

IV. (a) Argumentation. An examination of inductive and deductive argument, with especial reference to these forms of reasoning in their connection with the student's natural interests and daily experiences. The texts used in (b), with one or more standard orations, will afford further material for logical analysis.

10 weeks; 5 hours per week.

TEXTS.—Buck: Argumentative Writing. (Holt.)
Burke: Conciliation with America. (Ginn.)

IV. (b) The Essay. A study of eight or ten essays, literary, critical, and ethical, with the purpose of becoming familiar with great prose-writers and their styles.

10 weeks; 5 hours per week.

Texts from which selections will be made:

Macaulay: Essay on Milton.

Carlyle: Essay on Burns.

De Quincey: Selections in Little Masterpieces.

Lamb: Essays of Elia, first series.

Bacon: Select Essays. Curtis: Prue and I.

Emerson: Essays, first series.



V. Grammar, Word Study, Rhetoric. The first part of the term will be spent in a review of technical grammar, with especial emphasis upon parsing and sentence structure. This will be followed by a study of the composition of English words, and a review of rhetorical principles, with a view to the securing of accuracy and effectiveness in written work.

20 weeks; 5 hours per week.

TEXTS.—Revised Grammar. (State Series.)

Kimball: The English Sentence.

Herrick and Damon: Composition and Rhetoric for Schools. (Scott,
Foresman & Co.)

VI. The History of the English Language and Literature. A study of the evolution of our literature and literary forms, from the Beowulf to the present time. Lectures, accompanied by an historical text and the reading of typical literature of the various periods.

20 weeks; 5 hours per week.

Texts.—Halleck: History of English Literature. (Am. Book Co)
Or Pancoast: Introduction to English Literature. (Holt)
George: Chaucer to Arnold. (Macm)

VIII. Methods in English in the Elementary Schools. Discussion of literature suitable for the grades; consideration of methods of presenting reading, language, composition, grammar, and literature in the elementary school. Written and oral reports on assigned readings.

10 weeks; 5 hours per week.

HISTORY AND GEOGRAPHY.

III. Ancient History. A brief study of the civilization of the Eastern nations, including Egyptians, Chaldwans, Assyrians, Babylonians, Persians, Phœnicians, Hebrews, with a glance at the Hittites, Lydians, etc., followed by a thorough study of Greek peoples and culture and the Roman Republic and Empire to the beginning of the migrations of the barbarians.

20 weeks; 5 hours per week.

Texts.—No special text is used for Eastern nations, reference being made to various authorities.

Myers's History of Greece (1899), and Rome: Its Rise and Fall (1900), by the same author, are used as guides, constant reference being made throughout the course to other authorities with which the library is well supplied.

IV. Mediæval History. From the invasion of the barbarians to the fourteenth century. The following topics receive special attention: Migration of the Barbarians; Introduction and Spread of Christianity; Fusion of Romans and Teutons; Rise of Monasticism; Rise and Spread of Mohammedanism; Origin and Growth of the Papacy; Development

of the Kingdom of the Franks; Empire of Charlemagne; Development of Feudalism; Scholasticism; Struggle between the Empire and the Papacy; The Normans in Europe; Growth of Free Cities; The Crusades; Mendicant Orders; The Renaissance.

Emphasis is laid in this course upon the foundation and growth of the French nation as a typical product of Mediævalism. As the study proceeds interest gradually crystallizes around France and England, the great rival nations and the most potent factors in determining the course of modern history.

20 weeks; 5 hours per week.

Texts.—Thatcher and Schwill's History of Europe is used as a guide to furnish an outline, but the main work consists in assigned readings and reports upon the topics mentioned.

Emerton's Introduction to the Middle Ages, and Adams's The Growth of the French Nation, are recommended for use of students.

VI. Modern History. Europe from the beginning of the fourteenth century to the end of the nineteenth. Special attention is given to the following topics: The Renaissance; The Protestant Reformation; Growth of Nationalities; Development of Representative Institutions; Revolutionary Europe; Unification of Germany and Italy; Industrial and Social Development.

The intensive work centers about England in this course as the most influential nation of modern history, and also because a study of English history is a necessary preparation for the study of American history which follows.

20 weeks; 5 hours per week.

Texts.—Thatcher and Schwill is continued as a guide.

Seebohm: The Era of the Protestant Reformation.

Coman and Kendall: History of England.

VII. History and Government of the United States. I. Political Condition of Europe at time of Discovery of America. 2. Geographical Knowledge before 1492. 3. Conditions that Led to the Discovery of America. 4. Explorations in the New World. 5. Settlements. 6. Development of Colonial Governments. 7. Strife between French and English. 8. England's Colonial Policy. 9. Political Independence. 10. The "Critical Period." 11. Formation and Adoption of the Constitution. 12. Commercial Independence. 13. Foreign Policies. 14. Internal Development. 15. States' Rights and Slavery. 16. Financial Policies. 17. The Civil War and Reconstruction. 18. Industrial Development. 19. Reunion and Expansion.

20 weeks; 5 hours per week.

TEXTS.—No special text is used, but at various times students are required to purchase source materials. The work is wholly topical, with constant reference to the abundant texts and special historical materials with which the library is supplied.

VII. Geography. A study of the earth as the home of man, embracing the elements of Palæontology, Physiography, Meteorology, Anthropology, and the Evolution and Distribution of Plants and Animals. Observation work is required constantly. Special attention is paid to the physiography of North America, with lessons in methods of teaching its political and historical geography.

20 weeks; 5 hours per week.

TEXTS.—Tarr's Elements of Physical Geography is used as a guide. The work consists principally of lectures, observations and reports, and investigation of special assigned topics, with reports and discussions.

MATHEMATICS.

I, II, III. Algebra. The course in Algebra is expected to equal that pursued for admission to the University of California, and consists in the study of the algebra of number; the various methods of factoring and of elimination; the calculus of radicals; ratio and proportion; the theory of exponents, throughout; quadratic equations, both single and simultaneous, together with such higher and complex equations as may be reduced to the quadratic form; the analysis and synthesis of the quadratic; the indeterminate equation; the inequality, and the general solution and discussion of problems.

60 weeks; 5 hours per week.

TEXT.-Milne: Academic Algebra,

IV, V. Geometry. Plane Geometry, together with the extension of geometrical ideas to illustrate the principles and devise the rules of Mensurational Arithmetic.

40 weeks; 5 hours per week.

TEXT.—Beman and Smith: New Plane and Solid Geometry.

VII. Arithmetic. The Theory and Practice of Arithmetic.

20 weeks; 5 hours per week.

TEXT.—Beman and Smith: Higher Arithmetic.

In this course attention is also given to the principles of bookkeeping.

Text.—Williams and Rogers: First Lessons in Bookkeeping.

NATURAL SCIENCES

I. Chemistry. A course designed to give the student a general knowledge of the elements and of chemical action, preparatory to the work in Biology, Physiology, and Physics. Experiments are performed by the student under the supervision of the teacher, the laboratory

BIOLOGICAL LABORATORY.

experience being made the basis for lecture and text-book work. The course covers the work laid down in a standard high-school text-book.

20 weeks; 7 hours per week.

TEXT.—Remsen: Briefer Course of Chemistry.

II. Biology. This course is based on the laboratory study of types of all the great groups of animals and plants. These types will be dissected to make clear the fundamental points of structure from the lowest forms to the highest, but a large share of the work will be devoted to a study of the habits and physiology of these animals and plants as a basis for the special course in Physiology which immediately follows this course.

20 weeks; Io hours per week.

TEXT.—Parker: Elementary Biology.

IV. Physiology. This course consists first of a study of the gross anatomy and histology of the human body, which precedes a series of experiments on the functions of the various organs of the body. These experiments are made exceedingly practical to serve as aids to the teaching of Physiology in the grades.

The laboratory is equipped with thirty excellent Bausch & Lomb compound microscopes, and all needful apparatus for experimental Physiology.

20 weeks; 5 hours per week.

TEXT.-Huxley: Lessons in Elementary Physiology.

VII or VIII. Nature Study. A specal course in Nature Study is given to the Seniors as a preparation for such work in the grades. It consists of a series of simple experiments designed to illustrate some of the more common activities of animals and plants, with talks on their life histories and habits.

10 weeks; I hour per week.

V and VI. Physics. The elementary principles of Mechanics, Heat, Magnetism, Electricity, Sound, and Light are made the basis of vigorous and thorough instruction in the class-room, based upon experiments performed by the students in the laboratory. These are, for the most part, quantitative in character and of such a nature as to admit of accurate measurements by the student.

The main object in these courses is to train the student to observe carefully and accurately the phenomena of nature; to draw correct conclusions from his own observations and from the data collected by others; to become acquainted with the most important principles and laws of nature, and to understand how these principles are made use of in Mechanics and appliances useful to mankind.

PHYSICS LABORATORY.

The schedule of work is so arranged as to allow each student to give two consecutive periods on each of two days a week to laboratory work. Meetings of the entire class for discussion, recitation, and lecture work are held three times a week.

Graduates from accredited high schools who are recommended for admission to the University of California, and who submit satisfactory laboratory notebooks, properly certified to by the teacher under whom the work was done, will be given credit for these courses.

40 weeks; 7 hours per week.

TEXTS.—Carhart and Chute: Elements of Physics,
Nichols, Smith and Turton: Manual of Experimental Physics.

MUSIC.

- I. I. Breathing and Voice Production.
 - 2. Exercises in Rhythm.
 - 3. Elementary Theory.

Major scales.

Intervals of major scale.

Minor scales.

4. Sight Singing.

20 weeks; 3 hours per week.

- II. 1. Sight Singing, continued.
 - 2. Elementary Theory.

Review of first year.

Triads of major and minor scale.

20 weeks; 2 hours per week.

III. r. Methods.

Children's Singing.

Voice training.

Cultivation of sense of rhythm.

Rote singing.

Sight singing.

Choice of songs.

Elements of Conducting.

- 2. Sight Reading and Song Singing continued throughout the term.
- 3. Elements of Harmony.

Triads and their Inversions.

Chords of the Seventh.

Harmonizing of Melodies.

20 weeks; 3 hours per week.

TEXTS.—Abridged Academy Song Book.

Popular Method of Sight Singing. (Damrosch.)

Chorus work 20 minutes a day during entire Normal School course.

PHYSICAL TRAINING.

V and VI. Swedish Body Building Exercises.
Fancy Steps.
Light Apparatus Work.

DRAWING.

I. I. Form Study.

Clay modeling.

Outline drawing from type solids and familiar objects based on type solids.

Scientific perspective.

2. Light and Shade.

Drawing from antique cast (charcoal).

20 weeks; 5 hours per week.

II. I. Composition.

Practice with different media, i. e., pen and ink, wash (brush work), lead pencil, etc.

20 weeks; 3 hours per week.

III. 1. Color Study.

Water colors.

2. Methods.

Essentials of Prang's System of Drawing for Public Schools, with practical work in the Training School.

3. History of Art and Architecture.

20 weeks; 5 hours per week.

GRADUATES, 1900-1901.

Bisbee, Henrietta LymanSan Diego.
Curtis, Florence Risley
Griffith, Ethel L El Cajon.
Hatch, Elfreda N
Head, Flora SinclairSanta Ana.
Horrall, AnnieJulian.
Johnson, Myrtle E
Judson, Ethel B
Justice, Viola
Laughlin, Stewart
Lindsey, Lawrence Los Angeles.
Lynn, Frank J Los Angeles.
Meredith, Ethel A
Milliron, Thyra Lucile
Oden, Helen R
Padrick, Daisy
Parker, Blanche Adele
Simons, A. Beatrice
Stetson, Ethel MarySan Diego.
Van Fleet, NoraEscondido.
Wertz, Ira W
Wile, Evelyn San Diego.
Wood, Elizabeth ASan Diego.
Wood, Maud E
Wood, Orville V

CATALOGUE OF STUDENTS.

SENIORS.

Balch, Emma LouiseCoronado.	Kerns, Edith PageLos Angeles
*Banks, Belle Los Angeles.	*Lesem, LilySan Diego
*Bigham, Leonard O Woodville.	Merritt, Daisy Margaret Santa Maria
Butler, Elizabeth Olive San Diego.	*Merritt, Ida DorothySanta Maria
*Butler, Jessie Downey.	*Mulvey, Frances Kathryn San Diego
Butler, Julia ReavisDowney.	Murray, LoisNational City
Campbell, MyrtleRiverside.	*Paden, Agnes MSan Diego
Christian, Lena HelenNorwalk.	Paine, Ethel FJulian
Cleave, Ada Belle Escondido.	Patterson, RuthSan Diego
Cochran, Mantie Escondido.	*Price, Gertrude R Santa Ana
*Coop, Marion ISan Diego.	Read, Harriet Cordelia San Diego
Elder, OliveSan Diego.	*Roberts, Charles Roy San Diego
Evans, AdelaideSan Diego.	Rowlee, Dollie Button Willow
Evans, Cora MaeSan Diego.	Rowlee, Fannie Button Willow
Fanning, William E Iantha, Mo.	*Skinner, Asa LSan Diego
Fenton, Laura E Coronado.	*Smith, Margaret EstherSanta Ana
Field, Emma DoughertySan Diego.	Taylor, Frances Sybilla
Frederick, Benita San Diego.	Arroyo Grande
Fuquay, Lourien EmilySan Diego.	Toy, Zelia AnnaSanta Maria.
George, Florence ENestor.	Van Arman, Maud San Diego
Graham, Frances Thompson	*Wackermann, Josephine
San Francisco.	San Luis Rey
Gray, EllenSan Diego.	Wackermann, Theodora
Harrison, Anna Laura San Diego.	San Luis Rey
Hildreth, BirdSan Diego.	*Wallian, Mary Helen_New York, N. Y.
†Hollenbeck, John JSan Diego.	Warren, Margaret J.
Hudson, Kathryn Bertha - Santa Ana.	Pembroke, Ont., Can.
Jennings, BelleSan Diego.	Waters, FloraLa Jolla.
Jennings, Jane OrrellSan Diego.	Watkins, Ena MarieSan Diego.
Johnston, Lucy Katherine	Williams, Jennie L San Diego.
Pacific Beach,	*Wisler, Emma ComstockSan Diego.
Keene, Abbie MFallbrook.	Wright, William Sherman San Diego.

JUNIOR CLASSES.

Adams, Claudia	San	Diego.
Anderson, Ethel V	San	Diego.
Anderson, Janet Webster		
Na	tion	al City.
Asher, Josephine Marion	San	Diego.
Austin, Evangeline Cora	San	Diego.
Ayer, Sophia	San	Diego.
Bacon, Mabel Florence	San	Diego.
Balch, Mabel Ellen	San	Diego.

Baldwin, Blithe San Diego.
Bates, Annabel San Diego.
Beckler, Mary Celia Escondido.
Beer, Virginia Esther San Diego.
Bevington. Emily Escondido.
Biddle, Ella Elizabeth San Diego.
Bigham, Charles Woodville.
Borden, Ella Culver Long Beach.
de Borra, Mary Alma San Diego.

^{*}Graduated before close of year. †Died March 12, 1902.

JUNIOR CLASSES-Continued.

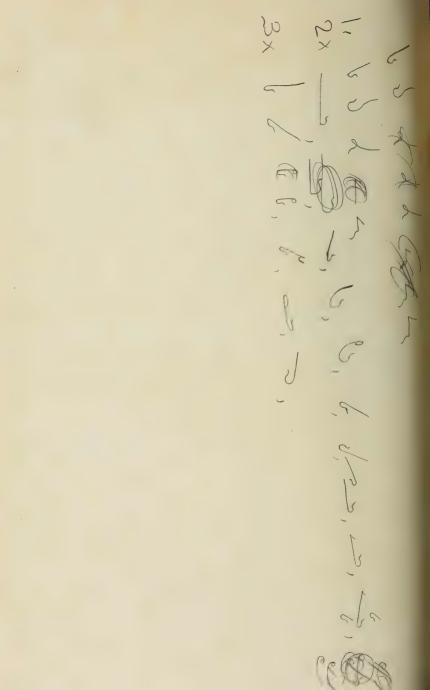
Bostwick, EdithSan Diego.
Bozza, Ethel M San Diego.
Brian, James VickreySan Diego.
Brown, Alice Henrietta Santa Ana.
Brown, Ida AliceNational City.
Browne, Carol LouiseChula Vista.
Burch, Carrie Grace San Diego.
Burch, Hattie MariaSan Diego.
Butler, Charles Ernest San Diego.
Butterfield, Janet San Diego.
Calloway, Charles Henry Escondido.
Campbell, Mildred Wade Riverside.
Canby, Helen JuliaSan Diego.
Carr, Daisie IChula Vista.
Carlisle, Carrie San Diego.
Carson, Verna BeatriceLakeside.
Casner, Effie
Cathcart, Lillian Agnes Pasadena.
Chase, Della Hill San Diego.
Christensen, Nellie San Diego.
Clendenon, Myrtle San Diego.
Cummings, Daisy PearleSan Diego.
Davidson, Elsie
Dill, Alice Louise San Diego.
Dixon, Jessie May Sar Diego.
Dodge, Ethel San Diego.
Drew, GladysNestor.
Drew, Ina BelleNestor.
Drewisch, JosephineOneonta.
Drury, Susie M
Ellis, Anna Christine Descanso.
Escher, Wiley Emert San Diego.
Eugene, Rosie Alvin San Diego.
Evans, Martha BelleSan Diego.
Fardelius, Emma Elizabeth San Diego.
Fardelius, Mabel JSan Diego.
Flyte, Ethna EJerry City, Or.
Francisco, AliceSan Diego.
Francisco, AliceSan Diego.
Francisco, AliceSan Diego. Fraser, Ella HarriettSan Diego. Frew, GracePoint Loma.
Francisco, Alice

21	5—Continued.	
	Graham, MargaretF	illmore, Ill.
	Graves, Rose Anne	Sutherland.
	Green, Hazel Adele	San Diego.
	Hack, Helen V Michiga	
	Hall, Mattie S.	
	Halstead, Leila Edna	San Diego.
	Harlin, Madge	
	Harritt, Luella Frances	San Diego
	Hawkins, Verner Ervin	
	Hawley, Olive	
	Hayes, Harriett	
	Hayward, Lotta	
	Hazard, Lucile	
	Henshilwood, Agnes Minto	San Diego.
	Henshilwood, Jessie	San Diego,
	Hornbuckle, Seycora	
	Holmes, Olive Mary	Doodless
	Hormes, Onve Mary	Con Diore
	Hurley, Mary	
	Janeway, Ada	Kamona.
	Johnson, Jessie Mabel	
	Johnson, Marjorie May. Na	conal City.
	Johnston, Myrtle M.	San Diego.
	Journeay, Alberta	San Diego.
	Journeay, Gertrude	
	Kerr, Mabel Virginia	
	Killey, Lillian	San Diego.
	Killey, May	
	Kincaid, Josephine Evange	line
	Kincaid, Josephine Evange	line _ Descanso.
	Knight, Ethel Ione	line Descanso. Bakersfield.
	Kincaid, Josephine Evange Knight, Ethel Ione Larsen, Lulu	line Descanso. Bakersfield. San Diego.
	Kincaid, Josephine Evange Knight, Ethel Ione Larsen, Lulu La Rue, Gertrude Hay	line Descanso. Bakersfield. San Diego. Chula Vista.
	Kincaid, Josephine Evange Knight, Ethel Ione Larsen, Lulu La Rue, Gertrude Hay Laughlin, Grace	line
	Kincaid, Josephine Evange Knight, Ethel Ione Larsen, Lulu La Rue, Gertrude Hay Laughlin, Grace Lee, Nettie Hunt	line Descanso. Bakersfield. San Diego. Chula Vista. Inglewood. Santee.
	Kincaid, Josephine Evange Knight, Ethel Ione Larsen, Lulu La Rue, Gertrude Hay Laughlin, Grace Lee, Nettie Hunt Libby, Cora Ruth	line Descanso. Bakersfield, San Diego. Chula Vista. Inglewood. Santee. In Luis Rey.
	Knight, Ethel Ione Larsen, Lulu La Rue, Gertrude Hay Laughlin, Grace Lee, Nettie Hunt Libby, Cora Ruth Sa Lickert, Anna Helena	line Descanso. Bakersfield, San Diego. Chula Vista. Inglewood. Santee. In Luis Rey. Olivenhain.
	Kincaid, Josephine Evange Knight, Ethel Ione Larsen, Lulu La Rue, Gertrude Hay Laughlin, Grace Lee, Nettie Hunt Libby, Cora Ruth Lickert, Anna Helena Light, Adda A	line Descanso. Bakersfield. .San Diego. Chula Vista. Santee. Santee. In Luis Rey. Olivenhain. Nellie.
	Kincaid, Josephine Evange Knight, Ethel Ione Larsen, Lulu La Rue, Gertrude Hay Laughlin, Grace Lee, Nettie Hunt Libby, Cora Ruth Se Lickert, Anna Helena Light, Adda A. Lindsey, Nora Velma I	line Descanso. Bakersfield, San Diego. Chula Vista. Inglewood. Santee. In Luis Rey. Olivenhain. Nellie.
	Kincaid, Josephine Evange Knight, Ethel Ione Larsen, Lulu La Rue, Gertrude Hay Laughlin, Grace Lee, Nettie Hunt Libby, Cora Ruth Sa Lickert, Anna Helena Light, Adda A. Lindsey, Nora Velma Lockyer, Annie Edith	line Descanso. Bakersfield, San Diego. Chula Vista. Inglewood. Santee. In Luis Rey. Olivenhain. Nellie. Os Angeles.
	Kincaid, Josephine Evange Knight, Ethel Ione Larsen, Lulu La Rue, Gertrude Hay Laughlin, Grace Lee, Nettie Hunt Libby, Cora Ruth Sa Lickert, Anna Helena Light, Adda A. Lindsey, Nora Velma Lockyer, Annie Edith Loop, Marian Lenora	line Descanso. Bakersfield, San Diego, Chula Vista. Inglewood. Santee. In Luis Rey. Olivenhain. Nellie. Os Angeles. San Diego,
	Kincaid, Josephine Evange Knight, Ethel Ione Larsen, Lulu La Rue, Gertrude Hay Laughlin, Grace Lee, Nettie Hunt Libby, Cora Ruth Lickert, Anna Helena Light, Adda A. Lindsey, Nora Velma Lockyer, Annie Edith Loop, Marian Lenora Loveland, Ethel Vivian	line Descanso. Bakersfield, San Diego. Chula Vista. Inglewood. Santee. In Luis Rey. Olivenhain. Nellie. os Angeles. San Diego. San Diego. Bonsall.
	Knight, Ethel Ione Larsen, Lulu La Rue, Gertrude Hay Laughlin, Grace Lee, Nettie Hunt Libby, Cora Ruth Lickert, Anna Helena Light, Adda A Lindsey, Nora Velma Lockyer, Annie Edith Loop, Marian Lenora Loveland, Ethel Vivian Mack, Flora Adele	line Descanso. Bakersfield, San Diego, Chula Vista. Inglewood. Santee. In Luis Rey. Olivenhain. Nellie. Os Angeles. San Diego, Bonsall, San Diego,
	Knight, Ethel Ione Larsen, Lulu La Rue, Gertrude Hay Laughlin, Grace Lee, Nettie Hunt Libby, Cora Ruth Lickert, Anna Helena Light, Adda A Lindsey, Nora Velma Lockyer, Annie Edith Loop, Marian Lenora Loveland, Ethel Vivian Mack, Flora Adele Magee, Beatrice	line
	Knight, Ethel Ione Larsen, Lulu La Rue, Gertrude Hay Laughlin, Grace Lee, Nettie Hunt Libby, Cora Ruth Light, Adda A. Lindsey, Nora Velma Lookyer, Annie Edith Loop, Marian Lenora Loveland, Ethel Vivian Mack, Flora Adele Magee, Beatrice Mapson, Minnie Adele	line
	Kincaid, Josephine Evange Knight, Ethel Ione Larsen, Lulu La Rue, Gertrude Hay Laughlin, Grace Lee, Nettie Hunt Libby, Cora Ruth Sa Lickert, Anna Helena Light, Adda A. Lindsey, Nora Velma Lockyer, Annie Edith Loop, Marian Lenora Loveland, Ethel Vivian Mack, Flora Adele Magee, Beatrice Mapson, Minnie Adele Martin, Belle	line
	Kincaid, Josephine Evange Knight, Ethel Ione Larsen, Lulu La Rue, Gertrude Hay Laughlin, Grace Lee, Nettie Hunt Libby, Cora Ruth Lickert, Anna Helena Light, Adda A. Lindsey, Nora Velma Light, Adda A. Lindsey, Nora Velma Lookyer, Annie Edith Loop, Marian Lenora Loveland, Ethel Vivian Mack, Flora Adele Magee, Beatrice Mapson, Minnie Adele Martin, Belle Martin, Emily Amelia	line
	Kincaid, Josephine Evange Knight, Ethel Ione Larsen, Lulu La Rue, Gertrude Hay Laughlin, Grace Lee, Nettie Hunt Libby, Cora Ruth Sa Lickert, Anna Helena Light, Adda A. Lindsey, Nora Velma Lockyer, Annie Edith Loop, Marian Lenora Loveland, Ethel Vivian Mack, Flora Adele Magee, Beatrice Mapson, Minnie Adele Martin, Belle	line
	Knight, Ethel Ione Larsen, Lulu La Rue, Gertrude Hay Laughlin, Grace Lee, Nettie Hunt Libby, Cora Ruth Lickert, Anna Helena Light, Adda A Lindsey, Nora Velma Lookyer, Annie Edith Loop, Marian Lenora Loveland, Ethel Vivian Mack, Flora Adele Magee, Beatrice Mapson, Minnie Adele Martin, Belle Martin, Emily Amelia Martin, Florence Sidney Maxfield, George Sa	line
	Kincaid, Josephine Evange Knight, Ethel Ione Larsen, Lulu La Rue, Gertrude Hay Laughlin, Grace Lee, Nettie Hunt Libby, Cora Ruth Libby, Cora Ruth Light, Adda A. Lindsey, Nora Velma Light, Adda A. Lindsey, Nora Velma Lockyer, Annie Edith Loop, Marian Lenora Loveland, Ethel Vivian Mack, Flora Adele Magee, Beatrice Mapson, Minnie Adele Martin, Belle Martin, Emily Amelia Martin, Florence Sidney Maxfield, George Sa Mayes, Maude Elliott	line Descanso. Bakersfield, .San Diego. Chula VistaInglewoodSanteeNellieos AngelesSan DiegoBonsallSan DiegoFallbrookNestorOceansideLa CostaIt a Costa
	Knight, Ethel Ione Larsen, Lulu La Rue, Gertrude Hay Laughlin, Grace Lee, Nettie Hunt Libby, Cora Ruth Lickert, Anna Helena Light, Adda A. Lindsey, Nora Velma Lookyer, Annie Edith Loop, Marian Lenora Loveland, Ethel Vivian Mack, Flora Adele Magee, Beatrice Mapson, Minnie Adele Martin, Belle Martin, Emily Amelia Martin, Florence Sidney Maxfield, George Mayes, Maude Elliott McAlmond, Alice T.	line
	Knight, Ethel Ione Larsen, Lulu La Rue, Gertrude Hay Laughlin, Grace Lee, Nettie Hunt Libby, Cora Ruth Lickert, Anna Helena Light, Adda A Lindsey, Nora Velma Lockyer, Annie Edith Loop, Marian Lenora Loveland, Ethel Vivian Mack, Flora Adele Magee, Beatrice Mapson, Minnie Adele Martin, Belle Martin, Emily Amelia Martin, Florence Sidney Maxfield, George Sa Mayes, Maude Elliott McAlmond, Alice T McAuliff, Wella	line
	Knight, Ethel Ione Larsen, Lulu La Rue, Gertrude Hay Laughlin, Grace Lee, Nettie Hunt Libby, Cora Ruth Lickert, Anna Helena Light, Adda A Lindsey, Nora Velma Lockyer, Annie Edith Loop, Marian Lenora Loveland, Ethel Vivian Mack, Flora Adele Magee, Beatrice Mapson, Minnie Adele Martin, Belle Martin, Emily Amelia Martin, Florence Sidney Maxfield, George Mayes, Maude Elliott McAlmond, Alice T McAuliff, Wella McCan, Grace	line
	Knight, Ethel Ione Larsen, Lulu La Rue, Gertrude Hay Laughlin, Grace Lee, Nettie Hunt Libby, Cora Ruth Lickert, Anna Helena Light, Adda A Lindsey, Nora Velma Lockyer, Annie Edith Loop, Marian Lenora Loveland, Ethel Vivian Mack, Flora Adele Magee, Beatrice Mapson, Minnie Adele Martin, Belle Martin, Emily Amelia Martin, Florence Sidney Maxfield, George Sa Mayes, Maude Elliott McAlmond, Alice T McAuliff, Wella	line

JUNIOR CLASSES-Continued.

McConville, Genevieve Katherine	Somers, Susie Myrtle Escondido.
San Diego.	Spears, Emma
McFadden, Flora El Cajon.	Steffgen, Mamie Tia Juana.
McGuire, DorethaLa Mesa.	Stockton, Ora San Diego.
McNair, Stella San Diego.	Stone, Bessie Emily San Diego.
McNett, MabelSan Diego.	Stork, Bertha
McRae, GertrudeNestor.	Storme, Achille
Merritt, Laura Santa Maria.	Stover, Roy B San Diego.
Merritt, PaulineSanta Maria,	Sturges, Vera La Rue San Diego.
Meyer, MinnieLander, Wy.	Taber, Isidora Hanford.
Miles, KateSan Diego.	Tollan, Inez San Diego.
Minthorn, Maud AileenWillard.	Tollan, Myra San Diego.
Montgomery, Laura E Chula Vista.	Torrance, Genevieve National City.
Morgan, Isabelle Ware San Diego.	Toy, Susan Maud Santa Maria.
Mortimer, Mary J San Diego.	Tufts, Anna
Mott, Iva Maud	Van Arman, Mark San Diego.
Munger, Bessie Aurelia San Diego.	Van Dam, Helen Alberta San Diego.
Northrup, Genevieve San Diego.	Walker, Lucile ElizabethAlpine.
Nugent, Effie Danforth Oceanside.	Wallace, Pearl San Luis Rey.
Olson, Ella MaryRiverside.	Wallian, Carlotta J San Diego.
Olsen, Huldah RebeccaRiverside.	Wallian, Harriet PSan Diego.
Paden, William Guy San Diego.	Ward, LolaSan Diego,
Paine, MaryJulian.	Weed, AmyNestor.
Pease, Wilda BellSan Diego.	Weight, Ethel Isabella San Diego.
Peterson, Mozart Ernest Almond.	Weight, NaniSan Diego.
Pitman, DorothyNational City.	Wescott, Laura
Pruyn, Lulu Coronado,	Wilcox, Josie CBanner.
Rannells, Emma Kate Pacific Beach.	Winnek, Ruth San Diego.
Rawson, James P	Winters, Maude Mabel Santa Maria,
Raymond, FlorenceSan Diego.	Wood, Gertrude AxtellSan Diego.
Ricker, Erma WellingtonSan Diego.	Wood, Greta FrancesSan Diego,
Rinde, MarySantee.	Woods, Clara MaeSan Diego.
Roberts, Eulia SuttonCoronado.	Woods, Hallie Adelaide San Diego.
Rogers, MaeLos Angeles.	Woods, Margaret Louise San Diego.
Rolfe, InaSau Bernardino.	Woodworth, RosettaSan Diego.
Rood, Vernon Van Voorhees, San Diego,	Woolsey, Addie MSan Diego.
Ross, Onie JanetSan Diego.	Woolson, Marguerite San Diego.
Schulenburg, Hazel Chollas Valley.	Yates, Ivy AimeeElsinore.
Schultz, HuldaAlpine.	Yates, NellSan Diego.
Schussler, FredaNestor.	You, Jennie Gibson San Diego.
Scott, EmmaNational City.	Young, Leila OraSan Diego.
Sharp, Guy RobertOtay.	Young, Mary Otie Escondido.
Sikes, ElsieBernardo.	Young, Vida
ENROLL	MENT.

Seniors	_ 58	
Seniors Junior Classes	207	
		265
Training School		104
Grand Total		369



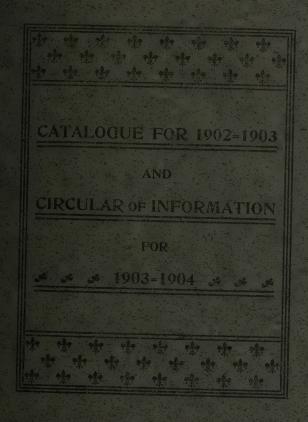




Enst Eols

TATE NORMAL SCHOOL

SAN DIEGO, CAL.



First Term Begins
August 10, 1903....

Second Term Begins
January 4, 1904....







Established March 13, 1897.]

STATE NORMAL SCHOOL

OF

SAN DIEGO, CALIFORNIA

CIRCULAR OF INFORMATION

AND

ANNOUNCEMENTS

FOR

1903-1904

CATALOGUE FOR 1902-1903

SACRAMENTO:

W. W. SHANNON, : : : : : SUPERINTENDENT STATE PRINTING.

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CALENDAR FOR 1903-1904.

FIRST TERM.

Entrance exami Admission on co	natio reder	ons a	nd }	-	-	- Monday, August 10, 1903
Registration	-	-	-	***	-	- Tuesday, August II, 1903
Term opens	-	-	-		-	Wednesday, August 12, 1903
Training School	ope	ns	-		-	- Monday, August 17, 1903
Term closes	-		2	-	-	- Friday, December 18, 1903

SECOND TERM.

Entrance examinated Admission on cre	ations dentia	and) ls, }	-	-		Monday, January 4, 1904
Term opens		-	-	-	-	Tuesday, January 5, 1904
Dedication Day	-	-	-	-	-	- Friday, April 29, 1904
Commencement		-	_	-	_	Wednesday, May 25, 1904

BOARD OF TRUSTEES.

HON. GEORGE C. PARDE	,	x Offi		-	-	-	- Governor.	
HON. THOMAS J. KIRK,		Sup x Offi		ende	ent of	Pub	lic Instruction.	
DR. R. M. POWERS, -		-	-	-	-	-	- San Diego.	
ISIDORE B. DOCKWEILE	R,	-	-	-	-	-	Los Angeles.	
SENATOR M. L. WARD,	-	• .	-	-	-	-	- San Diego.	
GEORGE W. MARSTON,							J	
CHARLES C. CHAPMAN,	-	٠	-	-	-	-	- Fullerton.	
OFFICERS OF THE BOARD.								
DR. R. M. POWERS, -		-	-	-	-	-	- Chairman.	
FRED. W. PARRISH, -	-	-	-	-	-	-	- Secretary.	

EXECUTIVE COMMITTEE.

DR. R. M. POWERS, SENATOR M. L. WARD, ISIDORE B. DOCKWEILER.

FACULTY, 1902-1903.

- - School Administration.

SAMUEL T. BLACK, PRESIDENT, - - -

Pupil Teachers' Course, British Schools.
EMMA F. WAY, PRECEPTRESS, Mathematics and Reading. Grand River Institute, Ohio,
ALICE EDWARDS PRATT, REGISTRAR, English.
Ph.B., Univ. Cal.; Ph.D., Chicago.
Th.b., only. Cat., Th.b., Chicago.
FLORENCE DERBY, Music and Physical Training.
State Normal School, San José, Cal.; special training in
music and physical culture.
HELEN BALLARD, English,
Ph.B., Univ. Cal.
CHARLES T. MEREDITH, Mathematics.
Grant Academy, Ky.
HARRIET MORTON, Drawing and Manual Training.
A.B., Stanford; special preparation in art.
EDITH McLEOD, Principal Training School and
(Supervising Teacher Grammar Granes.
State Normal School, Mass.; Graduate Teachers' College, Columbia.
ELISABETH ROGERS, Supervising Teacher Primary Grades.
State Normal School, Albany, N. Y.
J. F. WEST, Mathematics and Physics.
A.B., Stanford; Graduate Student, Harvard.
W. F. BLISS, History.
B.S., Mount Union; B.L., Univ. Cal.
HARRY M. SHAFER, DIRECTOR OF TRAINING SCHOOL, Education.
B.S., M S., Eureka; A.B., A.M., Harvard; Graduate
Student, Teachers' College, Columbia.
JOSEPHINE BATCHELDER English.
A.B., Wellesley.
ANNE MOORE, Biology and Physiology.
Ph.D., Chicago; A.B., A.M., Vassar.
W. T. SKILLING, Chemistry and Geography.
State Normal School, Los Angeles, Cal.; M.S., Univ. Cal.
State Normal School, Los Angeles, Cal.; M.S., Univ. Cal.
EMPLOYÉS.
MRS. NORMA DUNLOP Librarian.
FRED W. PARRISH, Stenographer and Typewriter.
S. L. ROBERTS, Janitor.



REQUIREMENTS FOR ADMISSION AND COURSE OF STUDY FOR STATE NORMAL SCHOOLS.

ADOPTED BY THE JOINT BOARD OF STATE NORMAL SCHOOL TRUSTEES, AT LOS ANGELES, JULY 12, 1899. RE-AFFIRMED APRIL 10, 1903.

- I. The course of study shall cover a period of four years; provided, that the State Normal Schools shall accept as the equivalent of the first and second years of this course, (a) graduation from any of the schools accredited by the University of California on the same basis as would govern admission to the University, or (b) a proficiency shown by examination to be the equivalent of the courses pursued in these accredited schools; and provided further, that State Normal Schools which may have suitable and sufficient accommodations for no pupils other than those who offer the equivalents above stated, may omit the instruction of the first and second years of this course of study until such accommodations are provided.
 - 2. The requirements for admission shall be:
 - (a) Those who furnish satisfactory evidence of having received a thorough grammar school education.
 - (b) A proficiency shown by examination to be equivalent to that represented by the diploma of graduation from the ninth year; or
 - (c) A diploma of graduation from any school accredited by the University of California on the same basis as would govern admission to the University; or
 - (d) A proficiency shown by examination to be the equivalent of the courses pursued in accredited schools; or
 - (e) A valid teacher's certificate from any county or city and county in the State of California.
 - Provided, that in the admission of students to any of the State Normal Schools the classes of applicants described by the clauses lettered "c," "d," and "e" shall have precedence in enrollment, and only after these are fully provided with accommodations shall classes be organized in the first and second years of the course for the classes of applicants represented by the clauses "a" and "b."



A CORRIDOR.

3. The course of study, the minimum number of recitation periods in each topic of study being stated, shall be as follows:

(1) For the first and second years-

English, 350 periods, including grammar, composition, word analysis, literature, reading, and rhetoric.

Science, 400 periods, including biology, physics, geography, chemistry, physiology (geology and astronomy elective in place of chemistry), domestic science.

Mathematics, 400 periods, including arithmetic, algebra, geometry, and bookkeeping.

Miscellaneous, 400 periods, including drawing, manual training, penmanship, music, physical culture, history, and civics.

Provided, that there shall be accepted as the equivalent of this course for the first and second years, (a) graduation from any school accredited by the University of California, when diploma is accompanied by a recommendation from the principal of the school, or (b) proficiency shown by examination to be the equivalent of the courses pursued in these accredited schools.

(2) For the third and fourth years of the course—

General Psychology, 160 periods.

General Pedagogy, 150 periods.

Practice Teaching, 250 periods.

Pedagogy of Reading, English, and Literature, 250 periods.

Pedagogy of History, 80 periods.

Pedagogy of Science, 400 periods.

Pedagogy of Mathematics, 100 periods.

Pedagogy of Manual Training, 240 periods.

Pedagogy of Music, 160 periods.

Pedagogy of Physical Training, 160 periods.

FOUR-YEAR COURSE For Students Entering From the Ninth Grade.

Each group represents one half-year's work.

Group I.			Group II.		
Poetry and Myths	20	5	Drama and Novel	20	5
Algebra	20	5	Algebra	20	5
Botany	20	5	Chemistry	20	7
Drawing	20	5	Drawing	20	5
Music	20	2	Music	20	3
Group III.			Group IV.		
Exposition, etc	20	5	Essay and Argumentation	20	5
Geometry	20	5	Geometry	20	5
Ancient History	20	5	English History	20	5
Physics	20	5	Physics	20	5
Group V.			Group VI.		
History of Literature	20	5	Advanced Grammar, etc.	20	5
Education	20	5	American History	20	5
Zoölogy	20	5	Psychology	20	5
Arithmetic and Bookkeeping	20	5	Geography	20	5
Manual Training	20	3	Physical Training	20	3
Group VII.			Group VIII.		
Civics and Economics	20	4	English in the Grades	10	5
Physiology	20	5	School Administration	10	5
Education	20	5	Nature Study	20	2
Music	20	3	Education	20	3
Drawing	20	2	Tooching	10	10
Reading	10	5	Teaching	10	15
Teaching	10	5			

Twenty minutes chorus work daily throughout the entire course.

The number in the first column refers to the number of weeks; in the second column to the number of hours per week.

Arrangements have been made whereby pupils entering from the ninth grade of the Training School may (if they so desire) take two years of Latin in addition to the full Normal School course without additional time or study.

TWO-YEAR COURSE

For Recommended Graduates of Accredited Secondary Schools.

THIRD YEAR.									
FIRST TERM,			SECOND TERM.						
History of Literature	20	5	Advanced Grammar, etc.	20	5				
History of Education	20	5	Geography	20	5				
*Zoölogy	20	5	Psychology.	20	5				
Arithmetic and Bookkeeping	20	5	Drawing	20	4				
Music	20	2	Music	20	3				
Manual Training	20	3	Physical Training	20	3				
FOURTH YEAR.									
Civics and Economics	20	4	English in the Grades	IO	5				
Physiology	20	5	School Administration	IO	5				
Education	20	5	Nature Study	20	2				
Music	20	3	Education	20	3				
Drawing	20	2	Teaching	10	10				
Reading	10	5	reaching	10	15				
Teaching	10	5							

Twenty minutes chorus work daily throughout the entire course.

The number in the first column refers to the number of weeks; in the second column to the number of hours per week.

^{*}Not required if satisfactorily finished in an accredited secondary school.

GENERAL REQUIREMENTS FOR ADMISSION TO THE NORMAL SCHOOL.

Candidates for admission must be at least sixteen years of age, of good moral character, and physically healthy.

Applicants holding the following credentials will be admitted without examination:

- (a) A valid teacher's certificate of any grade, from any county, city, or city and county of the State of California.
- (b) A diploma of graduation from any secondary school of good standing.
- (c) Recommendation from any secondary school of good standing in which the applicant has done at least one full year's satisfactory work.
- (d) A diploma of graduation from the ninth year of the public schools of California, if accompanied by a special recommendation from the teacher, and a statement of the applicant's standing in the various grammar grade branches; provided, that the school reserves the right to examine graduates of grammar schools in any or all of the following branches: Arithmetic, Grammar, History of the United States, Geography, Reading, Spelling, Penmanship, Vocal Music, and Drawing.

Applicants possessing none of the foregoing credentials must, by examination or otherwise, satisfy the Faculty of their proficiency in the various branches mentioned under (d).

All applicants for admission must sign the following declaration:

I hereby declare that my purpose in seeking admission to the State Normal School of San Diego is to fit myself for teaching, and that I intend to teach in the public schools of California, or of the State or Terrirory in which I may reside.

Teachers in the elementary schools of the State are always heartily welcome. They may enter any of the classes, either as observers or students, as they may prefer.

No person will be graduated unless he has spent at least one year as a resident student, or a number of weeks equal to one year, no matter what his previous preparation may have been.

Applications for advanced standing will be granted only upon approved credentials or examination.

REQUIREMENTS FOR ADMISSION TO THE TWO-YEAR COURSE.

- r. Graduates of accredited secondary schools, properly recommended to the University of California, will be admitted to the Two-Year Course of Study, under the following conditions:
 - (a) Such applicants shall either be fully recommended in a sufficient number of subjects to entitle them to any fifteen (15) units of entrance credits to the University; or
 - (b) Shall be recommended in the following subjects, required in the Four-Year Course of Study of the Normal School: English, subjects A, I, and I4; Algebra, subject 3; Plane Geometry, subjects 4 and I2 (a)¹; Ancient History, subject I0; English History, subject I3 (b); Physics, subject I1; Chemistry, subject I2 (b); Botany, subject I2 (c); Zoölogy, subject I2 (d).
- 2. Graduates of secondary schools outside of California will be admitted to the Two-Year Course, providing their credentials, in the judgment of the Committee on Advanced Standing, entitle them to credits equivalent to those designated in either (a) or (b), paragraph 1.
- 3. Applicants partially recommended may be admitted to the Two-Year Course, conditioned upon making up deficiencies, either by examination or by class work, at the option of the department concerned.
- 4. Applicants presenting credentials from institutions of the college grade will be assigned to such advanced standing in the Two-Year Course as, in the judgment of the Committee on Advanced Standing, their credentials may entitle them; provided, all such students will be required to spend at least one year in attendance at the Normal School.

Graduates of non-accredited high schools and undergraduates of secondary schools will be admitted to the Normal School and assigned to such standing in the Four-Year Course as may be determined by the Faculty.

It will be seen from the above requirements that the principle of equivalence of values of preparatory subjects is recognized, 15 units, made up by any combination of University entrance subjects, satisfying requirements for admission to the Two-Year Course. This principle will not be carried so far, however, as to entitle graduates of secondary schools to advanced standing in the course on surplus credits beyond the 15 admission units. (See paragraph 4, above.)

GRAMMAR SCHOOL TEACHERS.

Teachers holding grammar school certificates may be admitted to the regular Two-Year Course, or they may be admitted to a special course covering not less than two years, depending on the branches in which they have been examined, as indicated on their certificate.



SOUTH PORTICO.

AIM OF THE SCHOOL.

The main purpose of a Normal School is to prepare suitable persons to teach in the public schools of the State. No one unsuited by either natural inclination, ill health, or physical disability, should apply for admission.

The Normal School course demands of all who enter upon it adequate preparation, native ability, and a willingness to study. Prompt and regular attendance at the daily recitations, satisfactory preparation of assigned lessons, and good health will insure creditable records in the various lines of study and instruction.

The curriculum here presented is divided into groups of subjects, each representing a term, or half-year's work. Any attempt to carry more than the specified work of a group or its equivalent is a mistake, and nearly always results in one or more failures, and is, consequently, a loss rather than a gain in time.

There may be short cuts to the teacher's certificate; there are none to the preparation requisite for efficient teaching.

* *

RECOMMENDATIONS.

All candidates for admission must present one or two letters of recommendation from responsible people—former teachers, where possible. Applicants from other Normal Schools, or schools of equivalent grade, must file with the Registrar honorable dismissal certificates, signed by the proper authorities of the schools or colleges last attended by said applicants. Each honorable dismissal certificate should state the educational record of the applicant.



EXPENSES.

Students are required to furnish their own text-books. Tuition is free in all departments.

Rooms and board may be had at very reasonable rates. Students from abroad must consult the Preceptress of the school before securing boarding places. Letters of inquiry may be addressed to her at the Normal School, where she may be found one week before the opening of the school.

EQUIPMENT.

The library contains over three thousand carefully selected books, including a valuable list of general reference works. The laboratories are equipped with the latest and most approved apparatus.



DEMAND FOR TEACHERS.

The demand for trained teachers is growing constantly. The changes in the law of certification by the amendments of 1901, providing for annual instead of semi-annual examinations, and prohibiting the further issue of primary grade certificates, have already had a noticeable effect in raising the standard of the teaching force of the State. The thoughtless statement, heard so frequently, that there is a surplus supply of teachers in the State, is very far from the truth. This school, for instance, has been unable to meet the demands made upon it for teachers. The same is undoubtedly true of each of the other Normal Schools of the State. There is, too, a growing demand for more men teachers in the cities and large towns, not only as principals, but as teachers in the higher grammar grades. This healthful and very proper demand ought to stimulate more bright and studious young men to enroll themselves as Normal School students. This school will heartily welcome all such applicants.



RIGHTS OF GRADUATES.

The rights and privileges of graduates of California State Normal Schools are defined in Section 1503 of the Political Code, the principal features of which are as follows:

The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue to those pupils who worthily complete the full course of study and training prescribed, a diploma of graduation.

Said diploma shall entitle the holder thereof to a grammar school certificate from any County or City and County Board of Education in the State.

Whenever any County or City and County Board of Education shall present to the State Board of Education a recommendation showing that the holder of a Normal School diploma has had a successful experience of two years in the public schools of this State subsequent to the granting of such diploma, the State Board of Education shall grant to the holder thereof a document signed by the President and Secretary of the

State Board, showing such fact. The said diploma, accompanied by said document of the State Board attached thereto, shall become a permanent certificate of qualification to teach in any primary or grammar school in the State.

* *

POST GRADUATE WORK.

The library and laboratories of the school will be at the service of those graduates of the school, or of others who are teachers in the State, who wish to do special graduate work, in so far as such work does not conflict with the regular conduct of the school. It very often happens that many who teach for a part of the year find themselves free for further study, and could do work in the laboratories or reading in the library while the school is in session. This special work, either in the laboratories or in the library, can be planned and directed by members of the Faculty in such a way as to be of great benefit to those who wish to undertake it. Such work will be arranged, when desired, for the purpose of further and better preparation for entrance to a university. Graduates are invited to correspond with members of the Faculty whenever they find themselves in need of such information or assistance as the Faculty can give.



PUNCTUALITY.

The only acceptable excuse for absence or tardiness is that of illness or accident. A young person who has acquired the tardy habit should either cure it or give up the idea of teaching.



GOVERNMENT AND DISCIPLINE.

The success or failure of students to govern themselves will be carefully considered by the Faculty in making up their estimate as to preparation for graduation. The management of the school gives to the students the largest possible measure of individual freedom. Abuse of this liberty will be regarded as a serious defect, and may prove disastrous to an otherwise bright and promising young teacher.



ATHLETICS.

The campus, consisting of sixteen and one half acres, affords ample opportunity for all forms of outdoor exercise. The young men have an

athletic association, and ample ground is being prepared for all healthful games. English field hockey, now so popular at the leading women's colleges in the East, has been introduced. There are already four hockey teams consisting of eleven girls each, and games are being played daily. Besides these facilities for physical development, the Faculty and students have organized a Normal School Rowing Association. The Association, which is made up of five or six rowing crews, owns a wellequipped eight-oared barge. Some one or other of these crews under a young lady captain may be seen almost daily, after the close of school, rowing on the still waters of the bay.



LOCATION.

The school is located on University Heights, a mesa three hundred and fifty feet above the waters of the bay. The outlook is beautiful, commanding a view of the city, the matchless bay, Point Loma, the ocean, and the islands of the sea. To the north and east the horizon is broken by mountain chains and rugged peaks.

Street cars run regularly between the campus and all portions of the city. Normal School students are accorded half-fare privileges in traveling on the cars to and from school.



SANITATION.

Dr. W. P. Mathews, Secretary of the State Board of Health, in his report to the Board dated June 30, 1900, on the sanitary conditions of the public buildings of the State, says:

"The Normal School buildings have received your attention. * * *
In this connection we feel called upon to make special mention of the
State Normal School at San Diego. In the erection of this building
more attention has been given to modern sanitary requirements than in
any other public building in the State. The structure is so planned
that each class-room, recitation-room, and office is equipped with two
separate air shafts; the library and assembly-rooms, being larger, have
four such shafts. * * * In the toilet-rooms the air is drawn downward through the closets and urinals by means of a hot-air shaft, with
which they are exclusively connected. The system is a perfect success,
and absolutely prevents the escape of gases or odors into the toiletrooms. * * *"

CLIMATE.

The climate is peculiarly adapted to all-the-year-round study—the summers being always cool and the winters never cold. The following report explains itself:

U. S. DEPARTMENT OF AGRICULTURE, WEATHER BUREAU.

SAN DIEGO, CAL., May 5, 1903.

PRESIDENT S. T. BLACK,

San Diego State Normal School, San Diego, California.

DEAR SIR: In response to your request of even date, I take pleasure in appending herewith daily maximum temperature data:

Day.	January,	August,	Day.	January,	August,
I	_	79°	17		67°
2	72	71	18	59	69
3	*81	70	19	58	68
4	*81	73	20	61	70
5	79	73	21	60	71
6	75	70	22	59	70
7	74	71	23	. 60	69
8	69	69	24	58	67
9	65	72	25	56	71
IO	63	69	26	54	72
rr	62	69	27	57	73
12	62	68	28		72
13	70	72	29	55	68
14	65	72	30	55	70
15	66	72	31	55	69
16	62	70			
			Averages	64	70.5

^{*} Highest temperature for the year.

Very respectfully,

FORD A. CARPENTER,
Observer, Weather Bureau.



TRAINING SCHOOL.

The Training School consists of the regular eight public school grades, and a ninth or connecting grade for those pupils who contemplate entering the Normal School, or the tenth year of a high school, after the completion of the Training School course. Beginning in August, 1903,

there will be offered in the ninth grade a year's course looking to the practical affairs of life, intended for those pupils who must leave school at the close of the ninth year. A year's course in Latin will also be offered to those pupils desiring it.

All teaching in the Training School is under the close supervision of a number of expert training teachers and members of the Normal School faculty. The teaching consists of individual, group, and class teaching. Individuals, or small groups, who, on account of some defect, weakness, or peculiar condition, need special attention, are given individual or group attention, while they are, at the same time, carrying the work with the regular class or grade. In short, while the class work is the form that the greater part of the work assumes, the needs of each individual child are closely studied and the best means possible are employed to meet those needs. The development and growth of the child, and the condition of the sense organs, especially the eye and ear, are closely watched.

Principles of school hygiene as to seating, lighting, ventilation, the hygiene of the school subjects, etc., receive concrete application. Each student who instructs in the Training School is required to prepare and submit plans of the series of lessons and of each separate lesson, in advance of teaching. The Training School serves a threefold function in its relation to the Normal School, viz.:

First—Offering an opportunity for training and practice to students who have reached their Senior year and who are soon to go as teachers into the schools of the State. The student is brought face to face with the every-day problems of actual teaching, and, in their solution, develops the spirit of independence and adaptability;

Second—In this school are tested the thoughts and teachings of the various departments of the Normal School. By this means, among others, the work of the Normal School proper is constantly kept within the range of practicability and applicability;

Third—The Normal School stands for advanced thought in education. In the Training School this thought takes concrete form. There, investigation and research are continually carried on with a view to improvement and advance in school work.

BRIEF DESCRIPTION OF THE COURSES.

Note.—The Roman numerals indicate the group or groups to which each subject belongs.

EDUCATION.

Education V.—History of Education.

Lectures, reports, discussions, and assigned readings.

The factors that determine the nature of the process of education, and the avenues of approach in investigating its history. The purpose of the study of the subject.

Education in primitive times. Oriental education. (China the type.) Transition to Occidental through Egyptian and Hebrew civilization. Greek education. Roman education. The blending of Greek, Roman, and Christian ideals. Mediæval education. Scholasticism. The rise of universities. The Renaissance. The Reformation.

Modern education; the evolution of: I. Theory; 2. The curriculum; 3. Method; 4. School systems.

The idea in the study of each epoch, or phase, is to discover in what way it leads up to, and functions in, the present. So far as possible the theory of a given period is compared with the actual practices of the time.

As a preparation for the later courses in education, considerable attention is devoted to a study of the psychological conception of education, as presented by Pestalozzi, Froebel, and Herbart.

20 weeks; 5 hours per week.

TEXTS.—Seeley: History of Education.

Laurie: Pre-Christian Education

Davidson: Education of the Greek People.

Quick: Educational Reformers.

Education VI.-Psychology.

The early part of the course serves as a general introduction to psychology. The facts and conditions of mental life, and the nomenclature, terminology, and method of the science. Introspection to serve as a basis for later child study. Simple experiments to train in method, to develop independence in investigation, to drill in use of apparatus, and to arrive at some of the results that have been determined and generalized; this experiment work employs such apparatus as the teacher will need and can make in her school work. The exploration of the senses is emphasized.

The experiment work leads directly to the later work of the course, which is child study. Individual and collective study of children by each member of the class. Development of principles of teaching by a study of school practice based upon psychological laws. Study of child mind as a preparation for class-room work of the succeeding term.

20 weeks; 5 hours per week.

TEXTS.—Dexter & Garlick: Psychology in the School-room.

James: Briefer Course.

Thorndike: Notes on Child Study.

Education VII .- General Method.

First half-term. A consideration of fundamental principles, such as, factors in education, aim, educational values, and the enrichment of the course of study. Bases for school-room work, e.g., self-activity, interest, apperception, will training. Physical conditions in the school-room.

Second half-term. A theoretical and practical study of the successive steps in the development of the recitation. The lesson plan emphasized. Each member of the class teaches one hour per day in the Training School, and is held to a close account for lesson plans. These plans are discussed before the class, and occasionally a visit is made by the class to the Training School to observe the results of a plan in its concrete application. Now and then a member of the class presents a lesson before the class, usually before the same lesson is taught a class or grade in the Training School.

20 weeks; 5 hours per week.

TEXTS.-McMurry: General Method.

McMurry: Method of the Recitation.

Education VIII.—Seminary on Practice Teaching.

One period each week the entire class observes a recitation, conducted by one of its members in the Training School. On rare occasions the observed recitation is in charge of one of the Supervising Teachers.

The second hour is devoted to a discussion and criticism of the previously observed recitation, the student who conducted the recitation being first given an opportunity for self-criticism. In all discussion personal opinion is eliminated so far as possible, and criticism is based upon principles involved. Something better and more helpful must be substituted for that which is criticised, *i. e.*, there must be construction as well as destruction.

The third hour is spent in the consideration of some stimulating piece or pieces of educational literature that discuss current problems in education. The past year Dr. Dewey's Ethical Principles Underlying Education has supplied subject-matter.

The course is open to such students only as have completed Education V, VI, and VII, and are engaged in practice teaching in the Training School.

20 weeks; 3 hours per week.

Education V, VI, VII, and VIII form a continuous and connected series, and should be taken in the order announced. Only in exceptional cases will deviation from this order be allowed.

Teaching.—Each student teaches in the Training School for the period of seven and one-half months. During the second half of the first term in the Senior year one hour of *successful* teaching per day is required; in one half of the remaining term of the same year two hours of *successful* teaching are prescribed, and in the other half three hours.

All of the above teaching is under the direction of the Supervising Teachers and the Director of the Training School, assisted by the heads of departments in the Normal School. The last named, through their close relation to the Training School, preserve unity between the subject-matter and methods of the Normal School on one hand and the application of the same in the Training School on the other.

The Supervising Teachers teach daily in the Training School, yet the model lesson, as such, is employed but little, it being preferred that the student grow and develop through individuality and self-expression rather than by means of an apprenticeship system.

School Hygiene.—This subject is provided for in its logical connection in various courses, e. g., Psychology V (Child Study) leads up to the hygiene of the school-room, in Education VIII occurs the discussion of the hygiene of the school subjects, and in connection with School Administration the lighting, heating, ventilation, and seating of school-rooms are carefully considered and discussed. The subject of suitable physical exercise also receives much attention.

VIII. School Administration. A brief survey of the general features of school administration in the United States, comparing it incidentally with that of the leading European countries; a study in detail of the California system of administration, including the powers and duties of the various school boards and school officers; the collection and distribution of school funds in California; the law for certificating teachers; the provisions for ethical, intellectual, scientific, and industrial improvement, etc.

10 weeks; 5 hours per week.

VII. Primary Number Work. A course covering the work in arithmetic for the third and fourth years of the elementary schools, embracing the forty-five combinations and their application to addition and subtraction; development of the multiplication-division table and its application to multiplication and division; notation and numeration; a few of the simpler tables of weights and measures considered concretely, together

with examples in reduction, addition, subtraction, multiplication, and I vision involving these tables; the development of the fraction, includor the decimal to hundredths, accompanied by many very simple examples illustrative of the principles that underlie (nearly) all the operations in common and decimal fractions. This course is given in connection with the course in Arithmetic.

ENGLISH.

I. (a) The Study of Myths.

(b) Poetry and Poetics. An introduction to the study of English poetry, with especial reference to Milton and the greater lyrists. Interpretative themes. Oral reports on outside readings.

20 weeks; 5 hours per week.

TEXTS -Bullfinch: Age of Fable.

Palgrave: Golden Treasury of Songs and Lyrics, first series. School edition. (Macmillan.)

II. The Drama and the Novel. A critical study of three or more plays of Shakspere and of two or more standard novels. Written reports on assigned outside reading.

20 weeks; 5 hours per week.

TEXTS.-Shakspere: Julius Cæsar; Macbeth; Midsummer's Night's Dream. (Any clear type edition.) Hawthorne: The House of Seven Gables.

George Eliot: Silas Marner,

Other texts will be added as needed.

III. Exposition. Analytical study of expository prose, with constant writing along descriptive and expository lines.

20 weeks; 5 hours per week.

TEXTS -Pearson: The Principles of Composition Writing. (Heath.) Buck and Woodbridge: Expository Writing. (Holt.) Other texts will be added as needed.

IV. (a) Argumentation. An examination of inductive and deductive argument, with especial reference to these forms of reasoning in their connection with the student's natural interests and daily experiences. The texts used in (b), with one or more standard orations, will afford further material for logical analysis.

10 weeks; 5 hours per week.

TEXTS.—Buck: Argumentative Writing. (Holt.) Burke: Conciliation with America. (Ginn.) IV. (δ) The Essay. A study of eight or ten essays, literary, critical, and ethical, with the purpose of becoming familiar with great prose-writers and their styles.

10 weeks; 5 hours per week.

Texts from which selections will be made:

Macaulay: Essay on Milton. Carlyle: Essay on Burns.

De Quincey: Selections in Little Masterpieces.

Lamb: Essays of Elia, first series.

Bacon: Select Essays. Curtis: Prue and I.

Emerson: Essays, first series.

V. The History of the English Language and Literature. A study of the evolution of our literature and literary forms, from the Beowulf to the present time. Lectures, accompanied by an historical text and the reading of typical literature of the various periods.

20 weeks; 5 hours per week.

TEXTS.—Halleck: History of English Literature. (Am. Book Co.)

Or Pancoast: Introduction to English Literature. (Holt.)

George: Chaucer to Arnold. (Macm.)

VI. Grammar, Word Study, Rhetoric. The first part of the term will be spent in a review of technical grammar, with especial emphasis upon parsing and sentence structure. This will be followed by a study of the composition of English words, and a review of rhetorical principles, with a view to the securing of accuracy and effectiveness in written work.

20 weeks; 5 hours per week.

TEXTS.—Revised Grammar. (State Series.)

Kimball: The English Sentence.

Herrick and Damon: Composition and Rhetoric for Schools. (Scott, Foresman & Co)

VIII. Methods in English in the Elementary Schools. Discussion of literature suitable for the grades; consideration of methods of presenting reading, language, composition, grammar, and literature in the elementary school. Written and oral reports on assigned readings.

10 weeks; 5 hours per week.



HISTORY AND ECONOMICS.

III. Ancient History. This course begins with a brief account of the Oriental peoples who contributed directly to European civilization, followed by a more intensive study of Greek and Roman history, and closes with a study of the early Middle Ages to the death of Charlemagne.



It conforms to the recommendations of the Committee of Seven, and is intended to furnish adequate preparation for a study of English history.

20 weeks; 5 hours per week.

Text.—West's Ancient History (Allyn & Bacon). Constant reference is made to other authorities with which the library is well supplied.

IV. English History. A comprehensive survey of the development of the English nation from the earliest time to the present, principal stress being laid upon the evolution of English political institutions. Events to the time of Egbert are passed over rapidly, but emphasis is given to Anglo-Saxon customs and institutions. Since this course, or its equivalent, is prerequisite to the study of American history, special attention is given to the origin and application of the principles of civil rights and representation which have become fundamental to the government of the United States. In connection with this course such special topics are considered as will exhibit the relation of English history to important European movements, e. g.: Development of the Christian Church, the Crusades, Feudalism and Chivalry, the Renaissance, the Reformation, the French Revolution and Napoleonic period, etc. Throughout, consideration is given chiefly to the social and political development, rather than to wars and personal history of kings and dynasties.

20 weeks; 5 hours per week.

Texts.—Oman: History of England (Henry Holt & Co.)

Adams & Stephens: Select Documents of English Constitutional History.

(Macmillan.)

VI. American History. The purpose of this course is to secure tolerably full and accurate knowledge of the narrative history of the discovery and settlement of the American continent and the development of the English colonies and the United States of America, considered under the following heads: 1. Geographical Knowledge before 1492, 2. Conditions that Led to the Discovery of America. 3. Explorations in the New 4. Settlements. 5. Strife between French and English. 6. England's Colonial Policy. 7. The Struggle for Independence. 8. The "Critical Period." 9. Federal Supremacy—The Founding of Nationalism. 10. Republican Supremacy-Sovereignty of the People. 11. "Era of Good Feeling"-Rise of New Issues. 12. National Democracy-Tariff, Internal Improvements, Industrial Revolution. 13. The Jacksonian Epoch-States' Rights, National Finances, Territorial Expansion. 14. Slavery and the Civil War. 15. Reconstruction. 16. Industrial Development-Immigration, Currency, Tariff, Trusts, and Trade-Unions. 17. Re-union and Expansion.

20 weeks; 5 hours per week.

TEXTS.—This course is largely research work in the library. No special text-book is used, but each student is expected to possess at least one book approved by the instructor.

- VII. Civics and Economics. 1. A thorough study of the fundamental principles and methods of administration of the Government of the United States.
 - 2. A brief survey of the industrial development of our country.
- 3. A discussion of the social and economic theories and practices that have been exemplified and interpreted by American institutions.

20 weeks: 4 hours per week.

TEXTS.—Hinsdale: American Government.
(Text in Economics not yet selected.)



MATHEMATICS.

I, II. Algebra. The course in Algebra is expected to equal that pursued for admission to the University of California, and consists in the study of the algebra of number; the various methods of factoring and of elimination; the calculus of radicals; ratio and proportion; the theory of exponents; quadratic equations, both single and simultaneous.

40 weeks; 5 hours per week.

TEXT.-Milne: Academic Algebra.

III; IV. Geometry. Plane Geometry, together with the extension of geometrical ideas to illustrate the principles and devise the rules of Mensurational Arithmetic.

40 weeks; 5 hours per week.

TEXT -Beman and Smith: New Plane and Solid Geometry.

V. Arithmetic. The theory and practice of arithmetic.

20 weeks; 5 hours per week.

TEXT.—Beman and Smith: Higher Arithmetic.

In this course attention is also given to the principles of bookkeeping.

TEXT.—Williams and Rogers: First Lessons in Bookkeeping.



NATURAL SCIENCES.

I. Botany. An elementary course in Botany is offered which will consist principally of a study of the seed-bearing plants. Attention will be given to the structure and functions of the parts of these plants and to the ecology of some of the plants peculiar to this portion of the State.

20 weeks; 5 hours per week.

TEXT.-Leavitt: Outlines of Botany.

II. Chemistry. The course consists of three recitation and lecture periods per week in connection with two double periods for laboratory work.

The aim of the course is threefold: first, to give students a knowledge of the underlying principles of general inorganic chemistry; second, the application of these principles to the chemistry of every-day life; third, to give sufficient knowledge of organic compounds to enable students to intelligently study physiology.

20 weeks; 7 hours per week.

TEXT.-Remsen: Briefer Course.

III and IV. Physics. The elementary principles of Mechanics, Heat, Magnetism, Electricity, Sound, and Light are made the basis of vigorous and thorough instruction in the class-room, based upon experiments performed by the students in the laboratory. These are, for the most part, quantitative in character and of such a nature as to admit of accurate measurements by the student.

The main object in these courses is to train the student to observe carefully and accurately the phenomena of nature; to draw correct conclusions from his own observations and from the data collected by others; to become acquainted with the most important principles and laws of nature, and to understand how these principles are made use of in mechanics and appliances useful to mankind.

40 weeks; 5 hours per week.

TEXTS.—Carhart and Chute: Elements of Physics.

Nichols. Smith and Turton: Manual of Experimental Physics.

V. Zoology. This course is based on the laboratory study of types of the great groups of animals. Certain of these animals will be dissected to make clear the fundamental points of structure. Their habits and physiology will, however, receive much attention, in order that this course may form a basis for the succeeding course in human physiology. No text is used, but reference is made to the standard works on zoology.

20 weeks; 5 hours per week.

VI. Geography. A study of the earth as the home of man, embracing the elements of Palæontology, Physiography, Meteorology, Anthropology, and the Evolution and Distribution of Plants and Animals. Observation work is required constantly. Special attention is paid to the physiography of North America, with lessons in methods of teaching its political and historical geography.

20 weeks; 5 hours per week.

TEXT.—Dryer: Lessons in Physical Geography.

VII. Physiology. This course consists of a study of the gross anatomy of the human body and of a series of experiments on the functions of the various organs of the body.

The laboratory is equipped with thirty Bausch & Lomb compound microscopes and all needful apparatus for the courses offered.

20 weeks; 5 hours per week.

TEXTS.-Brown: Physiology for the Laboratory. Macy-Norris: Physiology for High Schools. Walker: Anatomy, Physiology, and Hygiene,

VIII. Nature Study. A course in Nature Study is given to the Seniors as a preparation for such work in the grades. It consists of a series of simple experiments designed to illustrate a few of nature's laws.

20 weeks; 2 hours per week.

TEXT,-Hodge: Nature Study and Life.



MUSIC.

- I. I. Breathing and Voice Production.
 - 2. Exercises in Rhythm.
 - 3. Elementary Theory.

Major scales.

Intervals of major scale.

4. Sight Singing.

20 weeks; 2 hours per week.

II. 1. Sight Singing, continued.

2. Elementary Theory.

Review of first year.

Minor scales.

Triads of major and minor scale.

20 weeks; 3 hours per week.

VII. I. Methods.

Children's Singing.

Voice training.

Cultivation of sense of rhythm.

Rote singing.

Sight singing.

Choice of songs.

Elements of Conducting.

- 2. Sight Reading and Song Singing continued throughout the term.
- 3. Elements of Harmony.

Triads and their Inversions.

Chords of the Seventh.

20 weeks; 3 hours per week.

TEXTS .- Abridged Academy Song Book,

Laurel Song Book.

Popular Method of Sight Singing. (Damrosch.)

Chorus work 20 minutes a day during entire Normal School course.

PHYSICAL TRAINING.

VI. Swedish Body Building Exercises.

Fancy Steps.

Light Apparatus Work.

20 weeks; 3 hours per week.

Weekly reports on other physical exercise of all students.



DRAWING.

- I. Free hand drawing, with scientific perspective. (Four-year course.)

 20 weeks: 5 hours per week.
- II. 1. Composition and designing.
 - 2. Painting. (Water colors.) (Four-year course.)

20 weeks; 5 hours per week.

VI. Free hand drawing.

Painting. (Water colors.) (Two-year course.)

20 weeks; 4 hours per week.

VII. Methods. Essentials of Prang's System for Public Schools, with practical work in the Training School. (Both courses.)

20 weeks; 2 hours per week.



MANUAL TRAINING.

V. Paper work.

Cord work.

Cardboard work.

Basket weaving:

- I. With reed and raffia.
- 2. Indian baskets.

Sewing.

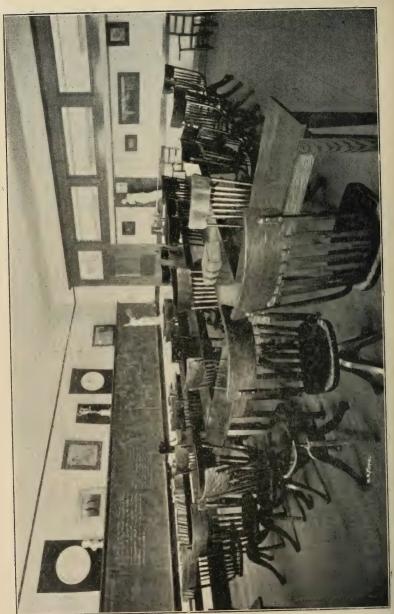
Bent iron work.

Bead work.

Wood carving.

Clay modeling.

20 weeks; 3 hours per week.



CATALOGUE OF STUDENTS.

SENIORS.

Beckler, Mary Celia	Escondido
Beer, Virginia Esther	
*Bostwick, Edith	
Brown, Alice Henrietta	
Brown, Ida AliceN	
Burch, Hattie Maria	
*Butler, Julia	Downey
*Carson, Verna B.	Lakeside
Casner, Effie	
Chase, Mrs. Della Hill	
*Christensen, Nellie	San Diego
*Cogswell, Mary Goddard	
Davidson, Elsie A.	San Diego
*Dill, Alice Louise	San Diego
Drewisch, Josephine	Oneonta
Ellis, Anna Christine	Descanso
*Evans, Cora Mae	
Faddis, Prudence P.	Chicago
Fardelius, Mabel J	_San Diego
*Fraser, Ella Harriett	San Diego
Gillis, Bertha A'melia	San Diego
Gillmore, Jessie	. San Diego
*Gillmore, Mary	San Diego
Goss, Helen	_San Diego
Harritt, Luella Frances	San Diego
Holmes, Olive Mary	Reedley
Hornbuckle, Seykora	San Diego
*Hudson, Kathryn B	_Santa Ana
*Jennings, Belle	San Diego
Johnson, Jessie Mabel	San Diego
*Johnson, Marjorie MayN	ational City
Keene, Abbie M	Fallbrook
Light, Adda A.	Nellie
Lockyer, Annie Edith	_San Diego

Mack, Flora AdeleSan Dieg	C
Martin, BelleOceansid	e
Mayes, Maude ElliottSan Dieg	o
*McAlmond, Alice T Potrer	
McConville, Genevieve Katherine	
San Dieg	o
McFadden, FloraEl Cajo	
*McGuire, Doretha La Mes	
*McRae, GertrudeNesto	r
Merritt, Pauline Santa Mari	
Mott, Iva Maud San Dieg	o
O'Bannon, Mary Bowie San Dieg	o
*Pitman, Dorothy National Cit	y
Rawicz, Jeannette San Bernardin	0
*Rawson, James P Heme	t
*Read, Harriet Cordelia San Dieg	
*Rowlee, Dollie Button Willow	V
Scott, Martha Marie National City	y
Sykes, ElsieBernarde	0
Somers, Susie Myrtle Escondide	0
*Stockton, OraSan Diego	0
Stork, BerthaSan Diego	0
*Stover, Roy BSan Diego	0
Sturges, Vera La Rue San Diego	0
*Tollan, Inez San Diego	o
*Wackermann, Theodora_San Luis Rey	
Wallian, Carlotta JSan Diego	0
Wescott, LauraSan Diego	0
Williams, Jennie L San Diego	0
Winnek, Ruth V San Diego)
Woods, Margaret Louise San Diego	
Wright. Mrs. Lucy WCoronado)
*You, Jennie GSan Liego)

JUNIOR CLASSES.

Adams, Alice	Encinitas
Adams, Claudia	San Diego
Anderson, Ethel V	San Diego
Anderson, Janet Webster, Na	tional City
Asher, Josephine Marion	San Diego

Ault, Olive	Sa	n Diego
Austin, Evangeline	CoraSa	n Diego
Baker, Lucy		_
Barker, Iva Lois	Sa	n Diego
Bates, Annabel	Sa	n Diego

^{*}Graduated before close of year.

JUNIOR CLASSES-Continued.

Beller, NellieCarlsbad	G
Bennett, VonnieSan Diego	G
Bevington, EmilyEscondido	H
Biddle, Mrs. Ella Elizabeth. San Diego	F
Bigham, Charles EWoodville	H
Bigham, Walter LWoodville	H
Bisbee, Lulu'De LouiseSan Diego	H
Borden, Ella CulverLong Beach.	H
de Borra, Mary Alma San Diego	н
Bozza, Ethel MSan Diego	H
Browne, Carol Louise Chula Vista	H
Buckley, Cora VarinaSan Diego	H
Burch, Carrie GraceSan Diego	H
Butler, BelleLa Mesa	Ja
Butler, Charles Ernest San Diego	Je
Butler, LenoreSan Diego	Jo
Butterfield, JanetSan Diego	Jo
Canby, Helen JuliaSan Diego	J
Carpenter, Margaret E Oroville	Jo
Cathcart, Lillian AgnesPasadena	J
Cartwright, RoydenSan Diego	K
Clendenon, MyrtleSan Diego	K
Cotton, Mrs. Bessie BSan Diego	K
Cummins, Zora Grace Bostonia	K
Darling, Grace FaySan Diego	K
Dixon, Jessie MaySan Diego	K
	I,
Doak, Hazel OliveLusardi	· L
Dodge, Ethel San Diego	
Dodson, Anita	I,
Drew, Gladys	I,
Einer, Emma Caroline Escondido	I.
Escher, Wiley Emert San Diego	I,
Eugene, Rosie Alvin San Diego	I,
Evans, Martha BelleSan Diego	L
Fardelius, Emma Elizabeth San Diego	I,
Farley, Ethel LSan Diego	Ι,
Flyte, Ethna E Jerry City, Or.	L
Francisco, AliceSan Diego	IV.
French, Harriette GraceSan Diego	IV
Frew, Grace	N
Frost, Helen May San Diego	IV
Fulton, Lulu MaySunnyside	IV.
Gaskell, EllenDehesa	IV
Gaskill, Erma Campo	N
Gephart, Fannie San Diego	N
Gephart, Ida ClarkSan Diego	IV.
Goodell, Ola Winifred Pacific Beach	IV.
Graham, MabelSan Diego	IV.
Grandstaff, VetaSan Diego	M
Graves, Eleanor Millicent Ramona	M
Graves, Ella EmilySutherland	M
Graves, Mary ElsieSan Diego	IV.
Graves, Rose AnneSutherland	N
Green, Hazel AdeleSan Diego	N

Grifford, Harriet Margaret ... San Diego Griswold, NellieSan Diego Hack, Helen V. ... Michigan City, Ind. Hall, Mattie S. San Diego Hammack, EdithSan Diego Harlin, Madge.....Riverside Hawkins, Verner Ervin San Diego Hawley, Olive..... Coronado Hayes, Harriett San Diego Hayward, Lotta.....San Diego Hazard, LucileSan Diego Henshilwood, Agnes Minto. San Diego Henshilwood, JessieSan Diego aneway, AdaRamona erman, Olive AnnaRamona ohnson, Clara Sophia..... Helix ohnson, Ethel Gertrude.... San Diego ohnson, Harry Vincent . . . San Diego ohnson, Lena.....San Diego ourneay, Gertrude..... San Diego Kerns, Fred William Nestor Kerr, Mabel VirginiaSan Diego Killey, Lillian.....San Diego Killey, MaySan Diego Knight, Ethel Ione Bakersfield Knupp, Ella Adora.....San Diego Lang, GertrudeSan Diego a Rue, Gertrude Hay... Chula Vista aughlin, Grace Inglewood awrence, Lena..... Los Angeles Lee, Nettie Hunt Santee Libby, Cora Ruth......San Luis Rey ickert, Anna Helena... .. Olivenhain Lindsay, Nora Velma.....Los Angeles ivingston, Nellie Warren .. San Diego Loop, Marion Lenora San Diego oveland, Ethel Vivian....Bonsall Magee, Beatrice Fallbrook Marshall, Alice......Escondido Martin, Emily Amelia Fallbrook Maxfield, GeorgeJamul Maydole, Arley Blanche San Diego McCarty, Hilah Fay.....Capistrano McKee, Mabel......Middletown, N. Y. McNair, StellaSan Diego Merritt, LauraSauta Maria Miles, Kate.....San Diego Minthorn, Maud Aileen......Willard Morgan, Isabelle Ware San Diego Morgan, LouiseSan Diego Mott, Nelabel Susetta..... San Diego Munger, Bessie Aurelia.....San Diego Naylor. Blanche Holton, Kan. Northrup, GenevieveSan Diego

JUNIOR CLASSES-Continued.

Jointon Carr	
Nugent, Effie DanforthOceanside	Sto
Olson, Ella MaryRiverside	Tab
Olsen, Huldah RebeccaRiverside	Teg
Paden, William GuySan Diego	Tol:
Paine, AimeéSan Diego	Ton
Payne, MaryJulian	Tor
Pease, Wilda BellSan Diego	Toy
Powell, EttaSan Diego	Van
Pruyn, Lulu Coronado	Van
Rannals, Emma Kate Pacific Beach	Wad
Raymond, FlorenceSan Diego	Wai
Reed, Vida BeatriceSan Diego	Wal
Richards, Mabel Harriet San Diego	Wal
Richardson, Ida Mae San Diego	Wan
Rodgers, Helena BLa Mesa	Wea
Rogers, DellaSan Diego	Wee
Rolfe, InaSan Bernardino	Wei
Rood, Vernon Van Voorhees San Diego	Wes
Schulenburg, Hazel Chollas Valley	Wil
Schultz, HuldaAlpine	Wir
Schussler, Freda Nestor	Woo
Scott, Emma National City	Woo
Sharp, Guy RobertOtay	Woo
Sharp, Walter MOtay	Woo
Smith, Myrtle MaeSan Diego	Woo
Smith, MissSan Diego	Yat
Spears, EmmaSan Diego	You
Steffgen, MamieTia Juana	

5—Continued.
Storme, Achille San Diego
Taber, Isidora
Teggert, Sarah MarionSan Diego
Tollan, MyraSan Diego
Tompkins, Violet Mina San Bernardino
Torrance, Genevieve National City
Toy, Susan MaudSanta Maria
Van Arman, Mark San Diego
Van Dam, Helen Alberta San Diego
Wadsworth, Luna Olive San Diego
Waite, Elizabeth GraceMoreno
Walker, Lucile Elizabeth Alpine
Wallian, Harriet P San Diego
Ward, LolaSan Diego
Weatherford, G. A. Zoe San Diego
Weed, Amy Nestor
Weight, Ethel IsabellaSan Diego
Weston, IsabelleSan Diego
Wilcox, Josie CBanner
Winters, Maude Mabel Santa Maria
Wood, Catherine May Escondido
Wood, Mrs. Gertrude A San Diego
Woods, Clara MaeSan Diego
Woods, Hallie Adelaide San Diego
Woolson, Marguerite San Diego
Yates, NellSan Diego
You, Nellie Fortunia San Diego

ENROLLMENT.

Se	eniors	66	
Jυ	mior Classes	173	
			239
Τ,	raining School		153
	Total		202

GRADUATES.

1899-1900.

Baker, Grace Amelia.	Sorrento	Ladd, Ida M
Ball, Margaret	Coronado	Maxfield, Cla
Bass, Melissa Lee	San Diego	Neely, Rober
Clark, Anna	National City	Philips, Edit
Crosby, Fred A	San Diego	Shaw, Sophi
Cuff, Maud Anna	San Diego	Skinner, Edi
Faddis, Miriam S	Otay	Stanton, Ele
Flinn, Julia	Descanso	Stevens, Rox
Greene, Katherine E.	San Diego	
Gregg, Elsie	San Diego	Warren, Wil
Hale, Martha	San Diego	Webster, Ma
Hayes, Caroline	San Diego	Williams, Ha
Irwin, Kate E	San Diego	Willis, Minn
Kidwell, Nellie Casan	dra_National City	

Ladd, Ida Margaret	Westminster
Maxfield, Clara Emele	Jamul
Neely, Robert H.	Monrovia
Philips, Edith Carr	San Diego
Shaw, Sophie E	.Long Beach
Skinner, Edna May	San Diego
Stanton, Eleanor Louise	San Diego
Stevens, Roxana Huntingt	ion
	National City
Warren, William M	Glendale

	National City
Warren, William M	Glendale
Webster, Mary Helen	National City
Williams, Hallie M	San Diego
Willis, Minnie Todd	San Diego

1900-1901.

Bisbee, Henrietta Lym	anSan Diego
Curtis, Florence Risley	San Diego
Griffith, Ethel L.	El Cajon
Hatch, Elfreda N	Escondido
Head, Flora Sinclair	
Horrall, Annie	Julian
Johnson, Myrtle E	_
Judson, Ethel B	
Justice, Viola	
Laughlin, Stewart	
Lindsey, Lawrence	-
Lynn, Frank J.	
Meredith, Ethel A	

Milliron, Thyra Lucile	San Diego
Oden, Helen R	San Diego
Padrick, Daisy	San Diego
Parker, Blanche Adele	San Diego
Simons, A. Beatrice	Los Angeles
Stetson, Ethel Mary	San Diego
Van Fleet, Nora	Escondido
Wertz, Ira W	Santa Ana
Wile, Evelyn	San Diego
Wood, Elizabeth A	San Diego
Wood, Maud E.	Pasadena
Wood, Orville V	Compton

1901-1902.

Balch, Emma LouiseCo	ronado
Banks, BelleLos A	ngeles
Bigham, Leonard OWo	odville
Butler, Elizabeth OliveSan	Diego
Butler, JessieD	owney
Campbell, MyrtleRi	verside
Christian, Lena HelenN	orwalk
Cleave, Ada BelleEsc	ondido
Cochran, Mantie Esc	ondido
Coop, Marion ISan	Diego
Elder, OliveSar	Diego
Evans, AdelaideSan	Diego

Fanning, William Emerson

	Tolonthe Mo
	mo.
Fenton, Laura E.	Coronado
Field, Emma Dougherty	San Diego
Frederick, Benita	San Diego
Fuquay, Lourien Emily	San Diego
George, Florence E	Nestor
Gray, Ellen	San Diego
Harrison, Anna Laura	San Diego
Hildreth, Bird	San Diego
Jennings, Jane Orrell	San Diego
Johnston, Lucy Katherine	Pacific Beach

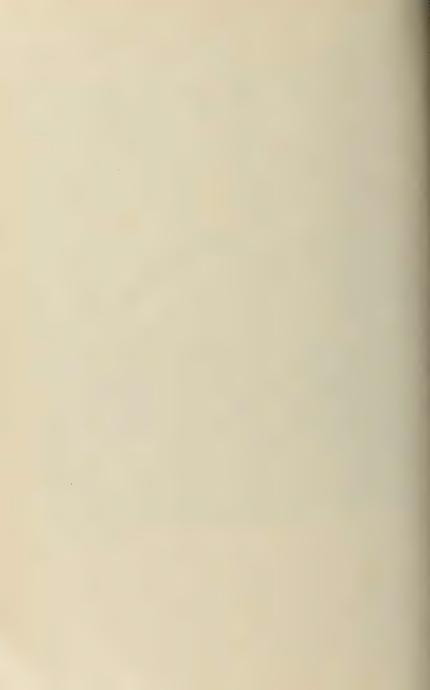
1901-1902-Continued.

Kerns, Edith PageLos Angeles
Lesem, LilySan Diego
Merritt, Daisy Margaret Santa Maria
Merritt, Ida Dorothy Santa Maria
Mulvey, Frances KathrynSan Diego
Murray, LoisNational City
Paden, Agnes MSan Diego
Paine, EthelJulian
Patterson, RuthSan Diego
Price, Gertrude RSanta Ana
Roberts, Charles RoySan Diego
Rowlee, FannieButton Willow
*Skinner, Asa LSan Diego

Wright, William Sherman ... San Diego



EAST WING.







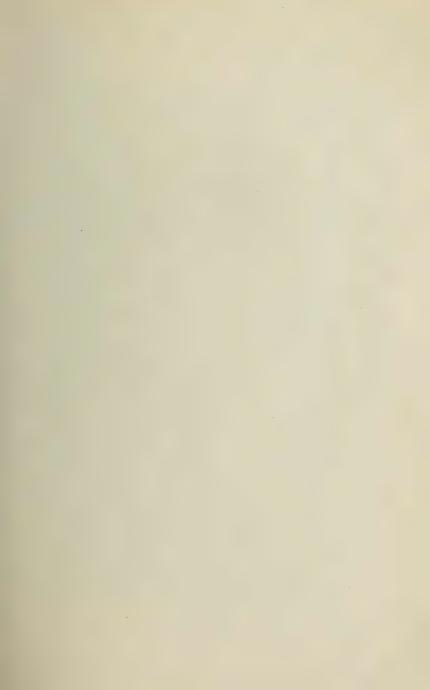
Catalogue for 1903-1904, and

Circular of Information for 1904-1905

State ~ ~ Normal ~ School of San Diego California

First Term Begins August 9, 1904
Second Term Begins Jan'y 9, 1905







Established March 13, 1897,

[Opened November 1, 1898. STATE, NORMAL SCHOOL, SAN DIEGO, CAL.

STATE NORMAL SCHOOL

OF

SAN DIEGO, CALIFORNIA

CIRCULAR OF INFORMATION

AND

ANNOUNCEMENTS

FOR 1904-1905

CATALOGUE FOR 1903-1904

SACRAMENTO:

W W. SHANNON, SUPERINTENDENT STATE PRINTING



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CALENDAR FOR 1904-1905.

FIRST TERM—1904.

Entrance examinations and \(\) Admission on credentials,				Tuesday August a
Admission on credentials,	-	-	-	- Tuesday, August 9
Registration	-	-	-	Wednesday, August 10
Term opens	-	-	-	- Thursday, August II
Training School opens -	-	-	-	- Monday, August 15
Thanksgiving recess	-	-	-	- November 24–26
Term closes	-			Thursday, December 22
SECON	ND TE	ERM-	-1905	

Admission on cre	ation eden	ns ar tials,	1d }	-	-	-	-	Monday, January 9
Term opens -	-		-	-	-	-	-	Tuesday, January 10
Mid-Term recess	-	-	-	-	-	-	-	March 18-25
Dedication Day	-	-	-	-	-		-	- Monday, May 1
Commencement	-	-	-	-	_	-	-	Wednesday, May 31

BOARD OF TRUSTEES.

HON. GEORGE C. PARDEE	, - Ex Of		-	-	-	-	Governor
HON. THOMAS J. KIRK, -	Ex Of	-	nten	dent	of P	ublic	Instruction
DR. R. M. POWERS, -	-	-	-	-	-	-	San Diego
ISIDORE B. DOCKWEILER,	-	-	-	-	-	- I	os Angeles
SENATOR M. L. WARD, -	-	-	-	-	-	-	San Diego
GEORGE W. MARSTON,							
CHARLES C. CHAPMAN,	-	-	-	-	-	-	Fullerton
OFFICERS	of	THE	ВОА	ARD.			
DR. R. M. POWERS, -	-	~	-	-	-		Chairman
FRED. W. PARRISH, -	-	-	**		-	-	Secretary

EXECUTIVE COMMITTEE.

DR. R. M. POWERS SENATOR M. L. WARD

GEORGE W. MARSTON

FACULTY, 1903-1904.

SAMUEL T. BLACK, PRESIDENT, School Administration. Pupil Teachers' Course, British Schools.
EMMA F. WAY, PRECEPTRESS, Mathematics and Reading. Grand River Institute. Ohio.
*ALICE EDWARDS PRATT, REGISTRAR, English. Ph.B., Univ. Cal.; Ph.D., Chicago.
†FLORENCE DERBY, Music and Physical Training. State Normal School, San José, Cal.; special training in music and physical culture.
†HELEN BALLARD, English. Ph.B., Univ. Cal.
#HARRIET MORTON, Drawing and Manual Training. A.B., Stanford; special preparation in art.
EDITH McLEOD, - (Principal Training School and Supervising Teacher Grammar Grades. State Normal School, Mass.; Graduate Teachers' College, Columbia.
ELISABETH ROGERS, Supervising Teacher Primary Grades. State Normal School, Albany, N. Y.
J. F. WEST, Mathematics and Physics. A.B., Stanford; Graduate Student, Harvard.
W. F. BLISS, History. B.S., Mount Union; B.L., Univ. Cal
§HARRY M. SHAFER, DIRECTOR OF TRAINING SCHOOL, - Education. B.S., M.S., Eureka; A.B., A.M., Harvard; Graduate Student, Teachers' College, Columbia.
ANNE MOORE, Biology and Physiology. Ph.D., Chicago; A.B., A.M., Vassar.
W. T. SKILLING, Chemistry and Geography. State Normal School, Los Augeles, Cal.; MS, Univ. Cal.
F. E. THOMPSON, DIRECTOR OF TRAINING SCHOOL, - $Education$. A.B., Stanford.
PERCY E. DAVIDSON, Assistant in Education. A.B., Stanford.

^{*}Absent on leave from January 1 to June 1, 1904 †Resigned February 15, 1904. Retired from teaching JResigned December 31, 1903. Married. § Resigned September 3, 1903. Elected president State Normal School, Washington.

EDITH M	ILLS,		-	-	-	-	-	-	-	Music.
Special I	Preparation at						rvato	ry of M	Iusic	e, I11.;
		three ye	ears of p	rivate i	nstru	ction.				
JOSEPHI	NE BATCH	ELDE	R, Sue	STITU	TE,	-	-	-	1	English.
			A.B., V	Vellesle	y.					
ANNA H.	BILLINGS	, Subs:	TITUTI	Ť,	_	-	-	-	1	English.

Ph.D., Yale University.

MARY MAYNES SMITH, - - Drawing, Manual Training.

State Normal School, Ind.: Normal Art Department, Pratt Institute;

Sloyd Normal Department, Throop Polytechnic Institute.

EMPLOYES.

MRS. LYDIA M. HO	ORI	ON,		-	-	-	-	-	-	Librarian.
FRED. W. PARRIS	Η,	-	-		-	Stei	nogra	apher	and	Typewriter.
S. L. ROBERTS,	-	-		-	° a=	~	-	-	-	Janitor.

FOUR-YEAR COURSE.

For Students Entering from the Ninth Grade.

Each group represents one half-year's work.

Poetry and Myths 20 5 Drama and Novel 20 5 Algebra 20 5 Algebra 20 5 Botany 20 5 Chemistry 20 2 Drawing and Manual Training 20 5 Drawing and Manual Training 20 3 Music 20 2 Music 20 3 GROUP III. GROUP IV. Exposition, etc. 20 5 Fssay and Argumentation 20 5
Botany
Drawing and Manual Training 20 5 Drawing and Manual Training 20 5 Music 20 5 GROUP IV.
Music 20 2 Music 20 3 GROUP III. GROUP IV. Exposition, etc. 20 5 Essay and Argumentation 20 5
GROUP III. GROUP IV. Exposition, etc. 20 5 Essay and Argumentation 20 5
Exposition, etc. 20 5 Essay and Argumentation 20
Geometry 20 5 Geometry 20 5
Ancient History 20 5 English History 20 5
Physics 20 5 Physics 20 5
Drawing 20 2 Drawing 20 2
GROUP V. GROUP VI.
Grammar and Reading 20 5 Literature 20 5
Education 20 5 American History 20 5
Zoölogy 20 5 Education 20 5
Geography 20 5 Arithmetic 20 5
GROUP VIII. GROUP VIII.
Civics and Economics 20 3 Education 20
Physiology 20 5 English in the Grades, with Teaching 10 10
Education 20 5 History and Civics, with Teaching 10 10
Primary Language and Number, with Teaching 10 10 Grammar Grade Language and Arithmetic, with Teaching 10 10
Music, Drawing, and Manual Training, with Teaching 10 10 Nature Study and Geography, with Teaching 10 10 10

Twenty minutes chorus work daily throughout the entire course.

The number in the first column refers to the number of weeks; in the second column, to the number of hours per week.

Arrangements have been made whereby pupils entering from the ninth grade of the Training School may (if they so desire) take two years of Latin in addition to the full Normal School course without additional time or study.

Physical Training, including out-of-door sports, two hours per week. Optional during Senior year.

TWO-YEAR COURSE

For Recommended Graduates of Accredited Secondary Schools.

THIRD YEAR.

FIRST TERM.	SECOND TERM.			
Grammar and Reading 20	5	Literature	20	5
Education 20	5	Arithmetic	20	5
*Zoölogy20	5	Education	20	5
Geography 20	5		20	,,
Music 20	2	Drawing	20	5
Manual Training 20	3 1	Music	20	3

FOURTH YEAR.

1 "				1
GROUP VII.			GROUP VIII.	
Civics and Economics	20	3	Education 20	5
Physiology	20	5 '	English in the Grades, with Teaching	10
Education	20	5	History and Civics, with Teach-	10
Primary Language and Number, with Teaching	10	10	Grammar Grade Language and Arithmetic, with Teaching. 10	10
Music, Drawing, and Manual Training, with Teaching.	10	10	Nature Study and Geography, with Teaching	10

^{*}Not required if satisfactorily finished in an accredited secondary school.

Twenty minutes chorus work daily throughout the entire course.

The number in the first column refers to the number of weeks: in the second column, to the number of hours per week.

Physical Training, including out-of-door sports, two hours per week. Optional during Senior year,

GENERAL REQUIREMENTS FOR ADMISSION TO THE NORMAL SCHOOL.

Candidates for admission must be at least sixteen years of age, of good moral character, and physically healthy.

Applicants holding the following credentials will be admitted without examination:

- (a) A valid teacher's certificate of any grade, from any county, city, or city and county of the State of California.
- (b) A diploma of graduation from any secondary school of good standing.
- (c) Recommendation from any secondary school of good standing in which the applicant has done at least one full year's satisfactory work.
- (d) A diploma of graduation from the ninth year of the public schools of California, if accompanied by a special recommendation from the teacher, and a statement of the applicant's standing in the various grammar grade branches; provided, that the school reserves the right to examine graduates of grammar schools in any or all of the following branches: Arithmetic, Grammar, History of the United States, Geography, Reading, Spelling, Penmanship, Vocal Music, and Drawing.

Applicants possessing none of the foregoing credentials must, by examination or otherwise, satisfy the Faculty of their proficiency in the various branches mentioned under (d).

All applicants for admission must sign the following declaration:

I hereby declare that my purpose in seeking admission to the State Normal School of San Diego is to fit myself for teaching, and that I intend to teach in the public schools of California, or of the State or Territory in which I may reside.

Teachers in the elementary schools of the State are always heartily welcome. They may enter any of the classes, either as observers or as students, as they may prefer.

No person will be graduated unless he has spent at least one year as a resident student, or a number of weeks equal to one year, no matter what his previous preparation may have been.

Applications for advanced standing will be granted only upon approved credentials or examination.

REQUIREMENTS FOR ADMISSION TO THE TWO-YEAR COURSE.

- I. Graduates of accredited secondary schools, properly recommended to the University of California, will be admitted to the Two-Year Course of Study, under the following conditions:
 - (a) Such applicants shall either be fully recommended in a sufficient number of subjects to entitle them to any fifteen (15) units of entrance credits to the University; or
 - (b) Shall be recommended in the following subjects: English, subjects A, I, and I4; Algebra, subject 3; Plane Geometry, subject 4: Ancient History, subject 10; English History, subject I3 (b); Physics, subject II; Chemistry, subject I2 (b); Botany, subject I2 (c); Zoölogy, subject I2 (d).
- 2. Graduates of secondary schools outside of California will be admitted to the Two-Year Course, providing their credentials, in the judgment of the Committee on Advanced Standing, entitle them to credits equivalent to those designated in either (a) or (b), paragraph 1.
- 3. Applicants partially recommended may be admitted to the Two-Year Course, conditioned upon making up deficiencies, either by examination or by class work, at the option of the department concerned.
- 4. Applicants presenting credentials from institutions of the college grade will be assigned to such advanced standing in the Two-Year Course as, in the judgment of the Committee on Advanced Standing, their credentials may entitle them; provided, all such students will be required to spend at least one year in attendance at the Normal School.

Graduates of non-accredited high schools and undergraduates of secondary schools will be admitted to the Normal School and assigned to such standing in the Four-Year Course as may be determined by the Faculty.

It will be seen from the above requirements that the principle of equivalence of values of preparatory subjects is recognized, 15 units, made up by any combination of University entrance subjects, satisfying requirements for admission to the Two-Year Course. This principle will not be carried so far, however, as to entitle graduates of secondary schools to advanced standing in the course on surplus credits beyond the 15 admission units. (See paragraph 4, above.)

GRAMMAR SCHOOL TEACHERS.

Teachers holding grammar school certificates may be admitted to the regular Two-Year Course, or they may be admitted to a special course covering not less than two years, depending on the branches in which they have been examined, as indicated on their certificate.

AIM OF THE SCHOOL.

The main purpose of a Normal School is to prepare suitable persons to teach in the public schools of the State. No one unsuited by either natural inclination, ill health, or physical disability, should apply for admission.

The Normal School course demands of all who enter upon it adequate preparation, native ability, and a willingness to study. Prompt and regular attendance at the daily recitations, satisfactory preparation of assigned lessons, and good health will insure creditable records in the various lines of study and instruction.

The curriculum here presented is divided into groups of subjects, each representing a term, or half-year's work. Any attempt to carry more than the specified work of a group or its equivalent is a mistake, and nearly always results in one or more failures, and is, consequently, a loss rather than a gain in time.

x x x

RECOMMENDATIONS.

All candidates for admission must present one or two letters of recommendation from responsible people—former teachers, where possible. Applicants from other Normal Schools, or schools of equivalent grade, must file with the Registrar honorable dismissal certificates, signed by the proper authorities of the schools or colleges last attended by said applicants. Each honorable dismissal certificate should state the educational record of the applicant.

* * *

EXPENSES.

Students are required to furnish their own text-books. Tuition is free in all departments.

Rooms and board may be had at very reasonable rates. Students from abroad must consult the Preceptress of the school before securing boarding places. Letters of inquiry may be addressed to her at the Normal School, where she may be found one week before the opening of the school.



RULES GOVERNING LEAVE OF ABSENCE AND WITHDRAWALS.

- 1. Students desiring leave of absence for one day only shall make oral application to the Preceptress.
- 2. Students desiring leave of absence for more than one day shall make their request in writing, and the petition must specify both the length of time and the reason for which such leave is desired.

This rule will apply also to students who find it impossible to return on the first school day next succeeding any vacation.

- 3. When any student shall withdraw from the school without giving proper notice to the President, or, in his absence, to the Preceptress, or shall have been continuously absent for two consecutive weeks without satisfactory explanation, the name of such student will be dropped from the roll, and no record of honorable dismissal will be made.
- 4. Students whose names have been dropped from the roll shall be reinstated only by a vote of a committee of the Faculty, consisting of the President, the Preceptress, and the Registrar.



CONDITIONS AND FAILURES.

A student conditioned in any subject may arrange with the instructor concerned for such supplementary examinations or study as will make good the deficiency; but such deficiency must be removed by the middle of the succeeding term, otherwise the condition will be considered a failure.



EQUIPMENT.

The library contains nearly four thousand carefully selected books, including a valuable list of general reference works. The laboratories are equipped with the latest and most approved apparatus.

* * *

DEMAND FOR TEACHERS.

The demand for teachers trained in the Normal Schools of California is greater than the supply. Owing to the rapid increase in the population of the State, this demand is growing constantly. Not one of the five Normal Schools in California is able to meet the requests made by school authorities for teachers. There is, too, an increased demand for men teachers in the cities and larger towns, where fair salaries are paid. A general movement has been started throughout the State for a reason-

able increase in the salaries paid to teachers. This movement is led by State Superintendent Kirk, and has been indorsed by the various Teachers' Associations of California. Several cities and towns have already responded, and the prospects for general relief at the hands of the next legislature are very bright.

* * *

RIGHTS OF GRADUATES.

The rights and privileges of graduates of California State Normal Schools are defined in Section 1503 of the Political Code, the principal features of which are as follows:

The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue to those pupils who worthily complete the full course of study and training prescribed, a diploma of graduation.

Said diploma shall entitle the holder thereof to a grammar school certificate from any County or City and County Board of Education in the State.

Whenever any County or City and County Board of Education shall present to the State Board of Education a recommendation showing that the holder of a Normal School diploma has had a successful experience of two years in the public schools of this State subsequent to the granting of such diploma, the State Board of Education shall grant to the holder thereof a document signed by the President and Secretary of the State Board, showing such fact. The said diploma, accompanied by said document of the State Board attached thereto, shall become a permanent certificate of qualification to teach in any primary or grammar school in the State.

Graduates are admitted to the State University and the Leland Stanford Junior University without examination upon the recommendation of the president of the school.

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POST GRADUATE WORK.

The library and laboratories of the school will be at the service of those graduates of the school, or of others who are teachers in the State, who wish to do special graduate work, in so far as such work does not conflict with the regular conduct of the school. It very often happens that many who teach for a part of the year find themselves free for further study, and could do work in the laboratories or reading in the library while the school is in session. This special work, either in the

laboratories or in the library, can be planned and directed by members of the Faculty in such a way as to be of great benefit to those who wish to undertake it. Such work will be arranged, when desired, for the purpose of further and better preparation for entrance to a university. Graduates are invited to correspond with members of the Faculty whenever they find themselves in need of such information or assistance as the Faculty can give.

* * *

PUNCTUALITY.

The only acceptable excuse for absence or tardiness is that of illness or accident. A young person who has acquired the tardy habit should either cure it or give up the idea of teaching.

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GOVERNMENT AND DISCIPLINE.

The success or failure of students to govern themselves will be carefully considered by the Faculty in making up their estimate as to preparation for graduation. The management of the school gives to the students the largest possible measure of individual freedom. Abuse of this liberty will be regarded as a serious defect, and may prove disastrous to an otherwise bright and promising young teacher.

* * * *

ATHLETICS.

The campus, consisting of sixteen and one half acres, affords ample opportunity for all forms of outdoor exercise. The young men have an athletic association, and ample ground is being prepared for all healthful games. English field hockey, now so popular at the leading women's colleges in the East, has been introduced. Besides these facilities for physical development, the Faculty and students have organized a Normal School Rowing Association. The Association, which is made up of five or six rowing crews, owns a well-equipped eight-oared barge. Some one or other of these crews under a young lady captain may be seen almost daily, after the close of school, rowing on the still waters of the bay.



A CORRIDOR.

CLIMATE.

The climate is peculiarly adapted to all-the-year-round study—the summers being always cool and the winters never cold. The following report explains itself:

U. S. DEPARTMENT OF AGRICULTURE.

WEATHER BUREAU.

SAN DIEGO, CAL., April 13, 1904.

PROFESSOR S. T. BLACK,

President, State Normal School, San Diego, California.

My DEAR SIR: I have the honor to acknowledge the receipt of your communication of the 12th instant, and take pleasure in appending herewith meteorological data as follows:

Maximum Temperatures in the Year 1903.

Day.	July.	December.	Day.	July.	December.
I	. 68°	66°	19	69°	70°
2	67	60	20	69	68
3	70	63	21	71	64
4	73	75	22	72	62
5	. 71	71	23	73	60
6	68	70	24	74	66
7	70	70	25	72	74
8	71	64	26	71	73
9	71	64	27	70	74
10	71	63	28	71	73
II		60	29	70	71
12	72	64	30	68	71
13	78	62	31	67	63
14	71	67			
15	73	72	Highest	78	75
16	71	66	Lowest max	67	60
17	68	63	Average daily.	71 -	67 -
18	69	62			

Very respectfully,

(Signed:) FORD A. CARPENTER,
Observer, Weather Bureau.

LOCATION.

The school is located on University Heights, a mesa three hundred and fifty feet above the waters of the bay. The outlook is beautiful, commanding a view of the city, the matchless bay, Point Loma, the ocean, and the islands of the sea. To the north and east the horizon is broken by mountain chains and rugged peaks.

* * *

SANITATION.

Dr. W. P. Mathews, Secretary of the State Board of Health, in his report to the Board dated June 30, 1900, on the sanitary conditions of the public buildings of the State, says:

"The Normal School buildings have received your attention. * * * In this connection we feel called upon to make special mention of the State Normal School at San Diego. In the erection of this building more attention has been given to modern sanitary requirements than in any other public building in the State. The structure is so planned that each class-room, recitation-room, and office is equipped with two separate air shafts; the library and assembly-rooms, being larger, have four such shafts. * * * In the toilet-rooms the air is drawn downward through the closets and urinals by means of a hot-air shaft, with which they are exclusively connected. The system is a perfect success, and absolutely prevents the escape of gases or odors into the toilet-rooms. * * * *"

* * *

IMPROVEMENTS.

During the current school year (ending June 30, 1904) there will have been expended \$61,000 for the completion and equipment of the building.

The central portion will be arranged as originally planned, and will contain the offices, cloak-rooms, students' lockers, assembly-room furnished with opera chairs, and a drawing and manual training room completely equipped for all lines of art and manual training.

The west wing will contain the library, gymnasium, bath and dressing rooms, the biological laboratory, museum, and six additional class-rooms.

The dimensions of the gymnasium are 36 by 74 feet, with an 18-foot ceiling. It is lighted by fifteen large windows 8 feet above the floor. The ventilation is perfect.

The entire building is heated throughout by the latest and most approved system of steam heating. The class-rooms are all well lighted and are furnished with special tables and revolving chairs in place of the

unhygienic school desks so often seen in older Normal Schools. The corridors are all bright and cheerful, being as thoroughly lighted as the class-rooms. They, too, are connected with the heating system, and are kept as warm and comfortable as the class-rooms.

In the erection of the building, the Board of Trustees took advantage of the ample grounds, and spread it over considerable space instead of running it up three or four stories to the discomfort of students and teachers. A glance at the cut on the first page shows that the building is but two stories in height.

These improvements place the school in line with the best appointed educational institutions in the country.

* * *

TRAINING SCHOOL.

The Training School consists of the regular eight public school grades, wherein the usual elementary branches are taught by approved modern methods. In addition to the regular eight grades there is a ninth grade, which aims to serve the needs of three classes of students: first, those who contemplate entering the Normal School; second, those who must leave school at the close of the ninth year; third, those whose plans for further study are still indefinite. A year's course in Latin will be offered to those pupils desiring it.

All teaching in the Training School is closely supervised by members of the Normal School faculty. The classes are small, admitting of much individual instruction. Those pupils who, by reason of some defect, weakness, or other peculiar condition, need special attention, are given such attention, at the same time carrying the regular work of the grade. The general health of the child, his growth, and the condition of his sense organs, especially the eye and ear, are closely watched. Principles of seating, lighting, ventilation, and heating are concretely applied.



SOUTH PORTICO.

BRIEF DESCRIPTION OF THE COURSES.

Note.—The Roman numerals indicate the group or groups to which each subject belongs.

EDUCATION.

Though the aim of the work in "Education" is to make teaching as soon as possible a process in which theory and practice are scarcely to be distinguished, it is considered essential to the mastery of the process that it begin with the aspect called theory. Before engaging in practice the student-teacher should see clearly the end for which practice exists. In keeping with this point of view the broad problem of education is introduced from one to two terms before actual teaching begins. From this point on the two phases run parallel, the theoretical work centering more and more upon specific questions, to the end that the final result may be an enlightened and intelligent practice.

The theoretical aspects are presented in a course extending through eighty weeks of five hours each. Effort is directed toward keeping in the student's mind from the beginning the central problem of education, namely, the taking of the child from where he is toward where he ought to be. To this end the usual method of presenting the theory of education under such heads as "Psychology," "Child Study," "School Hygiene," "Pedagogy," "Methods," and "History of Education" is not followed. Selection is made from all those fields of that material only which is pertinent to the problem, and this material is so organized that the student's knowledge is day by day made fuller along three lines—the nature of the child, the end to which he is to be educated, and the means to be employed in the process. The work throughout consists of lectures, selected readings, reports, papers, and class discussions.

Education V. The course begins with a discussion of the child as a growing organism. The student is introduced to the biological and evolutionary conceptions of the origin of the race, and is accustomed to the fact of growth. In a discussion of the meaning of infancy he is given some conception of the significance of education and is prepared for the next step—a consideration of the factors in growth, heredity, and environment. Then follows a study of some special lines of growth and their control: height and weight; movements—instinctive, imitative,

voluntary; the nervous system—its structure and functions; the conditions of nervous functioning—exercise and habit, play, fatigue, epochs of growth, etc.; the evolution of the primitive self. This preliminary course concludes with a discussion of the sense organs and the simpler states of consciousness. The aim throughout is to present the child as an organic being, predisposed to grow along lines dictated by physical heredity, but capable of modification by environment. The course leads naturally into the work of the next forty weeks, which treats of "The Growing Mind and the Body of Culture."

20 weeks; 5 hours per week.

Education VI and VII. The second part of the course is given in such a way that two lines of thought run parallel. The one is of the growing mind; the other is of the body of culture. The one line treats of the child, now a psychological person; the other treats of the body of culture as nutrition for this growing mind. Along the first line are discussed, from a genetic point of view, the following topics: "the stream of consciousness," what the self is, the self functioning in the conscious process—perceiving, discriminating, imaging, reasoning, judging, willing; conditions and control of the conscious process—attention, association, memory, interest, apperception; the ideally organized individual—the moral man in whom feeling, intellect, and will symmetrically blend in the higher human emotions and pass into effective action.

The parallel line of thought presupposes academic work in the several branches of study and aims at an examination of these branches as nutrition for the growing mind. Assuming that education is the gradual adjustment of the educable child to the spiritual possessions of the race, it undertakes the study of these possessions, the body of culture, under the following heads: the scientific inheritance, the literary inheritance, the æsthetic inheritance, the institutional inheritance, the religious inheritance. Concerning each of these great traditions certain broad educational questions are raised, such as its primitive origin and the main features of its history, its significance as an expression of the racial and individual consciousness, its emphasis at the present time, etc. A description of the fairly separable directions within the tradition is attempted, with an estimate of each, and the educational value and service of the tradition as a whole are characterized as they have been set forth by their great exponents; e. g., Spencer and Tyndall of the scientific, Arnold and Carlyle of the literary, Ruskin and Morris of the æsthetic. In connection with the "institutional inheritance" a study of the social aspects of education is made under such topics as "the school and the family," "the school and the industrial order," "the school and democracy," "the school and the church." This general survey is followed by an examination of those epochs in history wherein particular traditions significantly affected educational theory and practice. The two lines of thought are reviewed and brought together in a discussion of educational ideals and the aim of education.

40 weeks; 5 hours per week.

Education VIII. (a) The Elementary Curriculum. An attempt is made here to have the student focus the knowledge gained in the professional courses, the academic courses, and in the Training School, upon the problems presented by the elementary school curriculum, to the end of stating for himself governing principles for the selection of subjectmatter, its distribution along the grades, and the methods of its presentation. Each subject is therefore examined with a view to determining its appropriate educational service in a well-balanced curriculum.

(b) School Administration. A brief survey of the general features of school administration in the United States, comparing it incidentally with that of the leading European countries; a study in detail of the California system of administration, including the powers and duties of the various school boards and school officers, the collection and distribution of school funds in California, the law for certificating teachers, the constitutional and statutory provisions for ethical, intellectual, scientific, and industrial improvement, etc.

20 weeks; 5 hours per week.

Teaching VII and VIII. Each student teaches in the Training School during the entire Senior year, one hour per day during the first term and two hours per day during the second. This teaching is preceded by a period of apprenticeship which varies according to individual needs. While an assistant each student is expected to familiarize himself with those items of practice which are fairly common to all teaching, to acquire confidence in his ability to handle a class, and to form the habit of regarding children and subjects from the teaching standpoint. By means of this apprenticeship the student is introduced to the problems of responsible teaching by easy stages and largely by imitation.

In order that each student may practice in all subjects of the elementary curriculum, these subjects are classed into six groups. The teaching in each group is supervised by one or more members of the Normal School faculty. This supervision consists of the directing of the daily teaching by means of lesson plans, model recitations, and individual suggestions, and of instruction in a class composed of all the student-teachers of the group. This class meets daily for the discussion of the practical problems connected with the daily recitation, the material to



be presented, the mental processes involved in thinking and acquiring the subjects, the educational service of the subjects, and the most effective methods of presentation. The several groups are as follows: (1) Primary Reading, Language, and Number; (2) Grammar Grade Reading, Language, and Arithmetic; (3) Nature Study, Geography, and Composition; (4) History, Civics, and Composition; (5) Literature, Interpretative Reading, and Composition; (6) Music, Drawing, Manual and Physical Training. Teaching assignments are so made that each student teaches in primary, intermediate, and upper grades. Credit in "Teaching" is given when the requirements for each group have been fully complied with, and when the student is deemed by the supervisors of the several groups a fit and responsible person to be entrusted with the care of a public school.

Education V, VI, VII, and VIII form a continuous series and must be taken in the order indicated. The student begins teaching in the capacity of an assistant during the time he is taking Education VI. While taking Education VII he teaches a class one hour per day, and two hours per day while taking Education VIII. The teaching and the group classes described above occupy 600 periods. In the Senior year three fifths of the work of the first term and all of that of the second term are directly concerned with class-room teaching.

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ENGLISH.

I. (a) The Study of Myths.

(b) Poetry and Poetics. An introduction to the study of English poetry, with especial reference to Milton and the greater lyrists. Interpretative themes. Oral reports on outside readings.

20 weeks; 5 hours per week.

TEXTS.-Bullfinch: Age of Fable.

Palgrave: Golden Treasury of Songs and Lyrics, first series. School edition. (Macmillan.)

II. The Drama and the Novel. A critical study of three or more plays of Shakspere and of two or more standard novels. Written reports on assigned outside reading.

20 weeks; 5 hours per week.

Texts,—Shakspere: Julius Cæsar; Macbeth; Midsummer Night's Dream. (Any clear type edition.)

Hawthorne: The House of Seven Gables.

George Eliot: Silas Marner.

Other texts will be added as needed,



III. Exposition. Analytical study of expository prose, with constant writing along descriptive and expository lines.

20 weeks; 5 hours per week.

TEXTS.—Pearson: The Principles of Composition Writing. (Heath.)

Buck and Woodbridge: Expository Writing. (Holt.)

Other texts will be added as needed.

IV. (a) Argumentation. An examination of inductive and deductive argument, with especial reference to these forms of reasoning in their connection with the student's natural interests and daily experiences. The texts used in (b), with one or more standard orations, will afford further material for logical analysis.

10 weeks; 5 hours per week.

TEXTS.—Buck: Argumentative Writing. (Holt.)
Burke: Conciliation with America. (Ginn.)

IV. (b) The Essay. A study of eight or ten essays, literary, critical, and ethical, with the purpose of becoming familiar with great prose-writers and their styles.

10 weeks; 5 hours per week.

Texts from which selections will be made:

Macaulay: Essay on Milton, Carlyle: Essay on Burns.

De Quincey: Selections in Little Masterpieces.

Lamb: Essays of Elia, first series,

Bacon: Select Essays. Curtis: Prue and I.

Emerson: Essays, first series

V. (a) Grammar. A review of technical grammar, with especial emphasis upon parsing and sentence structure.

10 weeks; 5 hours per week.

TEXTS.—Revised Grammar. (State Series.)

Manley and Hailmann: The English Language.

Herrick and Damon: Composition and Rhetoric for Schools. (Scott, Foresman & Co.)

V. (b) Reading. Phonic work, including articulation drills, study of the English sounds and the action of the organs used in forming them. Practical work in expression: time, pitch, quality, force. Analysis of various type-selections. Discussion of methods to be used in the teaching of reading.

10 weeks; 5 hours per week.

TEXT.-Clark: How to Teach Reading in the Public Schools.

VI. The History of the English Language and Literature. A study of the evolution of our literature and literary forms, from the Beowulf

to the present time. Lectures, accompanied by an historical text and the reading of typical literature of the various periods.

20 weeks; 5 hours per week.

Texts.—Halleck: History of English Literature. (Am. Book Co.)

Or Pancoast: Introduction to English Literature. (Holt.)

George: Chaucer to Arnold. (Macmillan.)

VIII. Methods in English in the Elementary Schools. Discussion of literature suitable for the grades; consideration of methods of presenting reading, language, composition, grammar, and literature in the elementary schools. Written and oral reports on assigned readings.

20 weeks; 5 hours per week.

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HISTORY AND ECONOMICS.

III. Ancient History. This course begins with a brief account of the Oriental peoples who contributed directly to European civilization, followed by a more intensive study of Greek and Roman history, and closes with a study of the early Middle Ages to the death of Charlemagne. It conforms to the recommendations of the Committee of Seven, and is intended to furnish adequate preparation for a study of English history.

20 weeks; 5 hours per week.

Text.—West's Ancient History (Allyn & Bacon). Constant reference is made to other authorities with which the library is well supplied.

IV. English History. A comprehensive survey of the development of the English nation from the earliest time to the present, principal stress being laid upon the evolution of English political institutions. Events to the time of Egbert are passed over rapidly, but emphasis is given to Anglo-Saxon customs and institutions. Since this course, or its equivalent, is prerequisite to the study of American history, special attention is given to the origin and application of the principles of civil rights and representation which have become fundamental to the government of the United States. In connection with this course such special topics are considered as will exhibit the relation of English history to important European movements, e. g., development of the Christian Church, the Crusades, Feudalism and Chivalry, the Renaissance, the Reformation, the French Revolution and Napoleonic period, etc. Throughout, consideration is given chiefly to the social and political development, rather than to wars and personal history of kings and dynasties.

20 weeks; 5 hours per week.

TEXTS.—Oman: History of England. (Henry Holt & Co.)

Adams and Stephens: Select documents of English Constitutional History. (Macmillan.)

VI. American History. The purpose of this course is to secure tolerably full and accurate knowledge of the narrative history of the discovery and settlement of the American continent and the development of the English colonies and the United States of America, considered under the following heads: 1. Geographical knowledge before 1492. 2. Conditions that led to the discovery of America. 3. Explorations in the New 4. Settlements. 5. Strife between French and English. 6. England's Colonial Policy. 7. The Struggle for Independence. 8. The "Critical Period." 9. Federal Supremacy—The Founding of Nationalism. 10. Republican Supremacy-Sovereignty of the People. II. "Era of Good Feeling"—Rise of New Issues. 12. National Democracy-Tariff, Internal Improvements, Industrial Revolution. 13. The Jacksonian Epoch-States' Rights, National Finances, Territorial Expansion. 14. Slavery and the Civil War. 15. Reconstruction. 16. Industrial Development—Immigration, Currency, Tariff, Trusts, and Trade-Unions. 17. Reunion and Expansion.

20 weeks: 5 hours per week.

TEXTS -This course is largely research work in the library. No special text-book is used, but each student is expected to possess at least one book approved by the instructor.

VII. Civics and Economics. I. A thorough study of the fundamental principles and methods of administration of the government of the United States.

2. A brief survey of the industrial development of our country.

3. A discussion of the social and economic theories and practices that have been exemplified and interpreted by American institutions.

20 weeks; 3 hours per week.

Text.-Hinsdale: American Government.

(Text in Economics not vet selected.)

.x. .x. .x MATHEMATICS.

I, II. Algebra. In scope, these courses include all the subjects in algebra that are essential to a thorough understanding of higher arithmetic, elementary geometry, and the elements of physics. Special emphasis is placed upon the fundamental operations; the laws of brackets; the various methods of factoring, including the use of the factor law; the application of factoring to the solution of equations that can be readily resolved into linear factors; common divisors and multiples; binomial theorem for integral exponents; the combining and simplifying of fractions; formation and solution of simple equations with one or more unknown quantities; the theory of exponents, integral



and fractional, positive and negative; the calculus of radicals; quadratic equations, both single and simultaneous; the various methods of solving quadratic equations; the solution of all equations that are reducible to the quadratic form; the nature of the roots of the general quadratic equation; and the formation of equations from given roots.

In these courses, the subject-matter is treated as simply as is compatible with mathematical rigor; consequently it may be mastered by any ordinarily intelligent student with a fair knowledge of grammar school arithmetic. The fundamental ideas and principles are first developed inductively, then the principles are formulated into simple and concise statements, after which the rigorous proof is given. Throughout his course the student is required to acquire facility and accuracy in the manipulation of algebraic expressions as well as to understand the meaning of the various operations he is called upon to perform. He is required to solve, independently, many moderately difficult problems involving both numerical and literal quantities.

40 weeks; 5 hours per week.

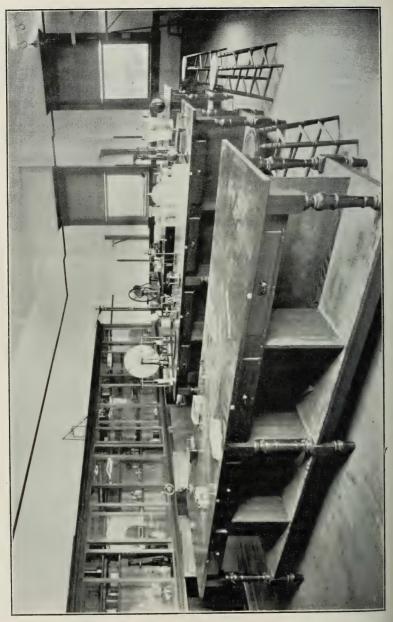
TEXT.-Milne: Academic Algebra,

- III, IV. Geometry. Some of the most important objects aimed at in these courses are to develop the power of clear, concise, and logical reasoning, to cultivate the power of earnest original investigation, and to incite and stimulate the spirit of inquiry into mathematical truth. To secure these results the student is required:
- (a) To know thoroughly the definitions, axioms, and postulates, and to state them accurately in his own language or in the language of the text.
- (b) To be able to prove every reference cited, going back step by step until the final proof rests upon the primary definitions, postulates, and axioms, both in proving theorems and in solving problems.
- (c) To be able to apply the principles of geometry to practical and numerical examples, to construct his own diagrams readily with ruler and compass, and to give independent solutions, constructions, and demonstrations to a great many original exercises.

To accomplish the above results with the least expenditure of time and energy, the student is expected, before reading the solution or proof given in the text-book, to try to find one for himself, making use of the author's diagram if necessary, and if he succeed, his solution is made the basis of class discussion, in which the superior methods of attack are critically compared. Besides the regular daily class work, many oral and written reviews are held, thereby strengthening the previous work.

40 weeks; 5 hours per week.

TEXT.—Beman and Smith: New Plane and Solid Geometry.



- VI. Arithmetic. This course is designed to include preparation from the method side as well as a careful review of the more difficult parts, with the aim of bringing out the simplicity and unity of the subject. Following as it does the courses in Algebra and Geometry, it is aimed to give a more comprehensive view of the subject than would be possible without such preparation. The first part of the course is devoted to Primary Number Work, and the remainder of the term to Advanced Arithmetic.
- (a) Primary Number Work. This part of the course begins with a series of lectures and illustrative lessons on number work for the third and fourth years of the elementary schools, embracing the forty-five combinations and their application to addition and subtraction; development of the multiplication-division table, and its application to multiplication and division; notation and numeration; a few of the simpler tables of weights and measures considered concretely, together with examples in reduction, addition, subtraction, multiplication, and division involving these tables; the development of the fraction, including the decimal to hundredths, accompanied by many very simple examples illustrative of the principles that underlie (nearly) all the operations in common and decimal fractions.
- (b) Advanced Arithmetic. The immediate purpose of this part of the course is threefold, viz., to review and strengthen previous knowledge, to acquire accuracy of computation, and to lead the student to comprehend the true philosophy of arithmetic by a thorough comprehension of its basic principles and the consequent discovery of identities. It too often happens that the work of students in arithmetic is a mere "juggling with numbers" to secure the "answer," and to avoid this, great care is exercised by the department to present the subject in as realistic and tangible form as possible, so that the student may acquire the habit of forming clear and distinct mental pictures of conditions as they exist. Special emphasis is placed upon the importance of thoroughness and accuracy in the fundamental operations.

TEXT.-New State Arithmetic.

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PHYSICAL SCIENCES.

II. Chemistry. The course consists of three recitation and lecture periods per week in connection with two double periods for laboratory work.

The aim of the course is threefold: First, to give students a knowledge of the underlying principles of general inorganic chemistry; second, the application of these principles to the chemistry of every-day life; third,

to give sufficient knowledge of organic compounds to enable students to intelligently study physiology.

20 weeks; 7 hours per week.

TEXT.-Remsen: Briefer Course.

III, IV. Physics. The elementary principles of Mechanics, Heat, Magnetism, Electricity, Sound, and Light are made the basis of vigorous and thorough instruction in the class-room, based upon experiments performed by the students in the laboratory. These are, for the most part, quantitative in character and of such a nature as to admit of accurate measurements by the student.

The main object in these courses is to train the student to observe carefully and accurately the phenomena of nature; to draw correct conclusions from his own observations and from the data collected by others; to become acquainted with the most important principles and laws of nature, and to understand how these principles are made use of in mechanics and appliances useful to mankind.

40 weeks; 5 hours per week.

TEXTS.—Carhart and Chute: Elements of Physics,
Nichols, Smith and Turton: Manual of Experimental Physics.

- V. Physical Geography. Realizing that teachers need to know more of a subject than they are required to teach, it is sought in this course to extend the knowledge of the students in those branches of learning which immediately underlie any course in elementary geography. These branches are:
- (1) Astronomy. Here the student is given such a comprehension of the universe as a whole that the relation of the earth to other parts become sufficiently clear to be correctly visualized.
- (2) History of the Earth as a Planet. Under this heading La Place's "nebular hypothesis" is discussed and the astronomical theory of the ice age is given.
- (3) Historical Geology. Geologic ages and periods are illustrated by a collection of fossils and rocks. Mountain formation is studied, chronologically as far as possible.
- (4) Papers are written and discussed in class covering the development of successive stages in civilization.
- (5) Outdoor work is required on stratification, erosion, cloud study, etc. A visit is made to the local Weather Bureau to study methods in meteorology.
- (6) Special attention is paid to the physiography of North America, with lessons in methods of teaching its political and historical geography.

20 weeks; 5 hours per week.

BIOLOGICAL SCIENCES.

I. Botany. An elementary course in Botany is offered, consisting principally of a study of the seed-bearing plants. Attention is given to the structure and functions of the parts of these plants and to the ecology of some of the plants peculiar to this portion of the State.

Such principles of Physics and Chemistry as may be necessary for an understanding of the experimental side of the subject are introduced. In fact, the course may be regarded as an elementary course in general science, in which Botany is the central point from which all departures are made.

20 weeks; 5 hours per week.

TEXTS.—Leavitt: Outlines of Botany.

Andrews: Botany all the Year Round.

V. Zoology. This course is based on the laboratory study of types of the great groups of animals. Certain of these animals will be dissected to make clear the fundamental points of structure. Their habits and physiology, however, receive much attention, in order that this course may form a basis for the succeeding course in human physiology. As much time as possible is spent in a consideration of the historical development of biological thought with special reference to the theory of evolution. No text is used, but reference is made to the standard works on zoölogy.

20 weeks; 5 hours per week.

VII. Physiology. This course consists of a study of the gross anatomy of the human body and of a series of experiments on the functions of the various organs of the body, supplemented by lectures and assigned reading of the standard authors.

20 weeks; 5 hours per week.

TEXTS.—Brown: Physiology for the Laboratory.

Macy-Norris: Physiology for High Schools,

Walker: Anatomy, Physiology, and Hygiene.

VII. Nature Study. A course in Nature Study is given to the Seniors as a preparation for such work in the grades. Through the study of the text-books, lectures and a series of simple experiments, an attempt is made to bring into relation the various departments of science and show how all may be drawn upon in presenting a subject in the grades.

20 weeks; 2 hours per week.

TEXTS.—Hodge: Nature Study and Life. King: The Soil,

The laboratory is equipped with thirty Bausch & Lomb compound microscopes and all needful apparatus for the courses offered.



MUSIC.

- I. I. Breathing and voice placing.
 - 2. Exercises in rhythm.
 - 3. Elementary theory.

Major scales.

Intervals of major scales.

Tonic, subdominant and dominant triads.

4. Sight singing.

20 weeks; 2 hours per week.

- II. 1. Exercises for gaining breath control.
 - 2. Simple vocal exercises.
 - 3. Elementary theory.

Review of first term.

Minor scales.

Triads of major and minor scales.

4. Sight singing, continued.

20 weeks; 3 hours per week.

VII. 1. Elements of harmony.

Triads and their inversions.

Chords of the seventh.

- 2. Song studies in phrasing and expression, for the cultivation of musical taste.
- 3. Methods.

Training of children's voices.

Cultivation of sense of rhythm.

Rote singing.

Sight singing.

Choice of songs.

Elements of conducting.

4. Sight reading and song singing, continued throughout the term.

20 weeks; 3 hours per week.

Class talks on the hygiene of the voice, musical esthetics, and the history of music, given throughout these courses.

TEXTS.-Laurel Song Book.

Popular Method of Sight Singing. (Damrosch.)

Elementary Song Studies. (F. W. Root.)

Chorus practice 20 minutes a day during entire Normal School course.

DRAWING.

The aim of this department is to prepare the students as thoroughly as possible, in the time given, for the teaching of Drawing in the public schools, by giving a practical knowledge of the subject in all its various phases worked out in a variety of mediums.

The study of art of different nations and the literature of art has an important place in the course.

Much emphasis is placed upon blackboard work, for the ability to illustrate quickly at the board is helpful in teaching all subjects. Four consecutive terms of two periods per week are given to this part of the subject.

Throughout the entire course pedagogical principles and proper methods of presentation are given attention.

In group VII special emphasis is laid upon this phase of the work, as well as upon the aim and scope of the work to be done in the ordinary graded and ungraded schools.

Daily work in the Training School gives ample opportunity for the application of these principles by student-teachers.

This department is assigned to a well lighted and furnished room 50 by 50 feet, and is fairly well supplied with reference books, photographs, casts, and objects for still-life study.

× × ×

MANUAL TRAINING.

This course consists of a variety of occupations which can be successfully carried on in the graded or rural school-room, by the regular teacher, viz.: Paper folding and cutting for decoration and illustration; cardboard sloyd, including cover work; weaving, using various materials; reed and raffia work; sewing; Venetian iron work; thin wood and knife work.

In addition to the foregoing work in Manual Training, wood sloyd will be introduced this year. A new room has been fitted up with eighteen benches equipped with all tools necessary to carry on this work. A progressive order of exercises will be observed in the course. Several models embodying the same principles will be given in each group. The student may elect to make one of the group or design another model embodying the same principles. Before the model is made the student must present a complete working drawing of the same.

PHYSICAL EDUCATION.

The course in Physical Education is based on the Ling, or Swedish, system. All students are required, unless excused, to take the gymnastic drill during the entire course. This serves two purposes: (1) To improve the general health of the student body; (2) To furnish working knowledge for use in the training classes and the schools of the State. The drill consists of formal exercises in which the corrective, educational, and hygienic elements are combined. To this are added gymnastic games and fancy steps. The games afford relaxation, while at the same time they develop skill and the spirit of coöperation. By means of fancy steps, grace, freedom of movement, and poise are gained.

The theory of gymnastics is presented by lectures and informal discussions, together with practice in teaching. This work is closely related to the courses in physiology, anatomy and hygiene. Especial attention is paid to outdoor sports, such as basket-ball, English field hockey,

rowing, tennis, pudding-ball, and cross-country walking.

Description of Course: 1. Gymnastics: (a) Formal drill; (b) Gymnastic games; (c) Fancy steps.

2. Theory of Gymnastics: (a) Lectures; (b) Training classes.

CATALOGUE OF STUDENTS.

SENIORS.

Anderson, Ethel V San Diego
*Anderson, Janet WNational City
Austin, Evangeline CoraSan Diego
Bevington, Emily Escondido
*Bigham, Charles EWoodville
Bozza, Ethel MSan Diego
Carpenter, Margaret EOroville
Cartwright, RoydenSan Diego
*Cathcart, Lillian AgnesPasadena
Clendenon, Anna MyrtleSan Diego
Dodge, Mary Ethel San Diego
*Drew, GladysNestor
Evans, Martha Belle San Diego
*Fardelius, Mabel JSan Diego
*Flyte, Ethna EJerry City, Ore.
Fulton, Lulu MaySunnyside
*Gaskill, ErmaCampo
Graham, MabelSan Diego
Hack, Helen VMichigan City, Ind.
Harlin, MadgeRiverside
Hayes, Harriet San Diego
Hayward, Lotta San Diego
Johnson, Ethel GertrudeSan Diego
Journeay, GertrudeSan Diego
*Kerr, Mabel Virginia San Diego
Laughlin, GraceInglewood
Lee, Nettie HuntSantee

Libby, Cora RuthSan Luis Rey
*Lindsey, Nora VLos Angeles
Magee, Beatrice LeocidiaFallbrook
Martin, Emily Aurelia Fallbrook
Maxfield. GeorgeJamul
Merritt, LauraSanta Maria
*Munger, Bessie Aurelia San Diego
*Naylor, Blanche
Nugent, Effie DanforthOceanside
Odale, Lillie Lemoore
*Paden, William GuySan Diego
Pease, Wilda BellSan Diego
Reinhard, CharlesLos Angeles
Richardson, Ida MaeSan Diego
*Rolfe, Ina San Bernardino
*Rood, Vernon VSan Diego
*Sharp, Robert GOtay
Teggart, Sarah Marion San Diego
Tollan, MyraSan Diego
Torrance, Genevieve L National City
Waite, Elizabeth GraceMoreno
Ward, Lola San Diego
Washburn, Helen GertrudeHanford
*Weight, Ethel IsabelSan Diego
*Wilcox, Josephine CorneliaBanner
*Winters, Maude MabelSanta Maria

JUNIOR CLASSES.

Adams, Alice	En	ciuitas
Adams, Claudia	San	Diego
Asher, Josephine Marion	.San	Diego
Ault, Olive	. San	Diego
Baker, Lucy	_San	Liego
Barker, Iva Lois	.San	Diego
Bass, Melissa	_San	Diego
Bates, Annabel	_San	Diego
Beller, Nellie	Ca	rlsbad
Benn, Hester Eliza	San	Diego
Bennett, Vonnie	San	Diego
Bigham, Walter L	Woo	odville
Bisbee, Lulu DeLouise	San	Diego

^{*}Graduated before close of year.

JUNIOR CLASSES-Continued.

Case, Mary	
Casner, Emma G	
Casner, Lillie Frances	
Clark, Josephine Elizabeth	Dulzura
Cosgrove, Bernice	
Crosby, Ethel Lea	San Diego
Cummins, Zora Grace	Bostonia
De Burn, Raynor	San Diego
Dixon, Jessie May	San Diego
Doak, Hazel Olive	Lusardi
Dodson, Anita	San Diego
Drury, Dorothy	San Diego
Einer, Emma Caroline	Escondido
Elliott, Ruth Dorothy	San Diego
Escher, Wiley Emert	San Diego
Espinola, Gregorio E. Phi	lippine Isl.
Eugene, Rosie Alvin	San Diego
Farley, Ethel L	San Diego
Fernandez, Vincent Phi	lippine Isl.
Field, Alice May	
Foreman, Gladys Leo	
Frazee, Sarah Elizabeth	
French, Harriette Grace	San Diego
Frew, Grace	oint Loma
Frost, Helen May	
Gaskell, Ellen	
Gates, Vesta C.	
Gephart, Frances	
Gephart, Ida Clark	
Goodell, Ola Winifred Pa	cific Beach
Grandstaff, May	
Grandstaff, Veta	
Graves, Eleanor Millicent	
Graves, Ella Emily	
Graves, Ina Frances	San Diego
Graves, Mary Elsie	San Diego
Graves, Rose Anne	
Green, Hazel Adele	
Gregg, Elsie	
Grifford, Harriet Margaret	
Griswold, Nellie	
Gurwell, Charlie Schurman.	San Diego
Hall, Mattie S.	San Diego
Hammack, Edith	
Harris, Kathryn Elizabeth	
Hawley, Olive	
Hazard, Lucile	
Heilbron, Irma	San Diego
Henshilwood, Jessie	
Hitz, Bessie	San Diego
Janeway, Ada	Kamona

Jerman, Olive AnnaRamona
Johnson, Amy RosinaSan Diego
Johnson, Harry VincentSan Diego
Johnson, Lena San Diego
Jones, Alice Marie San Diego
Jones, Armenia San Diego
Kaidel, Louise Augusta San Diego
Kerns, Fred WilliamNestor
Killey, Lillian San Diego
Killey, MaySan Diego
Kinkead, Katie MayMoosa
Kirkpatrick, Jennie Perris
Knight, Ethel Ione Bakersfield
Lang, Gertrude San Diego
La Rue, Gertrude HayChula Vista
Lawrence, LenaLos Angeles
Lickert, Anna HelenaOlivenhain
Livingston, Nellie Warren - San Diego
Lloyd, BessieSan Diego
Loop, Marion LenoraSan Diego
Loveland, Ethel Vivian Bonsall
Mabee, Virginia Alice San Diego
Marshall, Alice Escondido
Maydole, Arley Blanche San Diego
McCullough, Margaret San Diego
McKee, Mabel Middletown, N.Y.
Miles, KateSan Diego
Morgan, Agnes MSan Diego
Morgan, Ethel JSan Diego
Morris, Maude AlmaSan Diego
Nacion, Pablo
Nauman, LauraSan Diego
Neihart, Mabel Edua _Oroville, Wash.
Nera, Antonio
Nicdao, MiguelPhilippine Isl.
Niven, Janet Ogilvie Point Loma
Northrup, Genevieve San Diego
Ochoa, Ramon Y Philippine Isl.
O'Connell, M. GraceSan Diego
Olson, Ella MaryRiverside
Olsen, Huldah RebeccaRiverside
Paine, Aimee
Payne, MaryJulian
Permin, Laura Charlotte San Diego
Peterson, Mozart ErnestAlmond
Powell, Etta San Diego
Praul, Eliza AOtay
Pruyn, Lulu
Quirino, Ernesto R Philippine Isl.
Rannals, Emma KatePacific Beach
Raymond, Florence San Diego
Reed, Vida BeatriceSan Diego

JUNIOR CLASSES-Continued.

Reinhard, CharlesLos Angeles
Reyna, José APhilippine Isl.
Richards, Mabel Harriet San Diego
Richardson, PearlSan Diego
Robbins, Clara StevensonSan Diego
Rodgers, Helena BLa Mesa
Santos, AlejandroPhilippine Isl.
Schulenburg, Hazel Chollas Valley
Schultz, Hulda
Schussler, FredaNestor
Schwartz, Clara E Dallas City, Ill.
Scharp, Walter MOtay
Somers, Olive CSantee
Spears, Emma San Diego
Stoker, Mary Louise San Diego
Storme, AchilleSan Diego
Suffield, Mary EthelDenver, Colo.
Tompkins, Mabel Rosa S. Bernardino
Tompkins, Violet Mina_S. Bernardino

Toy, Susan Maud	_Santa Maria
Wadsworth, Flora Viola	San Diego
Wadsworth, Luna Olive	San Diego
Watkins, Eugenia	San Diego
Weatherford, Zoe	San Diego
Webster, Alice E.	Julian
Weed, Amy	Nestor
Weseloh, Grace	
Wight, Clayton J	San Diego
Wilkes, Laura Ellen	
Winter, Leda Caroline	San Diego
Wood, Catherine May	Escondido
Woods, Clara Mae	San Diego
Woods, Hallie Adelaide	
Woolson, Marguerite	San Diego
Yates, Nell	San Diego
Young, Edna Fannie	
Zeigler, Leslie George	
5 , ,	

ENROLLMENT.

Seniors	53
Junior Classes	167
Training School	178
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GRADUATES.

1899-1900.

Baker, Grace Amelia	Sorrento
Ball, Margaret	Coronado
Bass, Melissa Lee	San Diego
Clark, Anna	. National City
Crosby, Fred A	San Diego
Cuff, Maud Anna	San Diego
Faddis, Miriam S	Otay
Flinn, Julia	Descanso
Greene, Katherine F	San Diego
Gregg, Elsie	San Diego
Hale, Martha	San Diego
Hayes, Caroline	
Irwin, Kate E	San Diego
Kidwell, Nellie Casandra	a_National City

Ladd, Ida MargaretWestminster
Maxfield, Clara EmeleJamul
Neely, Robert H
Philips, Edith Carr San Diego
Shaw, Sophie ELong Beach
Skinner, Edna MaySan Diego
Stanton, Eleanor LouiseSan Diego
Stevens, Roxana Huntington
National City
Warren, William MGlendale
Webster, Mary HelenNational City
Williams, Hallie MSan Diego
Willis, Minnie ToddSan Diego

Total _____ 26

1900-1901.

Bisbee, Henrietta Lyman	San Diego
Curtis, Florence Risley	San Diego
Griffith, Ethel L.	El Cajon
Hatch, Elfreda N	Escondido
Head, Flora Sinclair	Santa Ana
Horrall, Annie	Julian
Johnson, Myrtle E	National City
Judson, Ethel B.	Bostonia
Justice, Viola	Richland
Laughlin, Stewart	Inglewood
Lindsey, Lawrence	Los Angeles
Lynn, Frank J.	I,os Angeles
Meredith, Ethel A	San Diego

Milliron, Thyra Lucile	San Diego
Oden, Helen R	San Diego
Padrick, Daisy	San Diego
Parker, Blanche Adele	San Diego
Simons, A. Beatrice	Los Angeles
Stetson, Ethel Mary	San Diego
Van Fleet, Nora	Escondido
Wertz, Ira W	Santa Ana
Wile, Evelyn	San Diego
Wood, Elizabeth A.	San Diego
Wood, Maud E	Pasadena
Wood, Orville V.	Compton
Total	25

1901-1902.

Balch, Emma Lou	ise Coronado
Banks, Belle	I,os Angeles
Bigham, Leonard	OWoodville
Butler, Elizabeth	OliveSan Diego
Butler, Jessie	Downey
Campbell, Myrtle.	Riverside
Christian, Lena H	elenNorwalk
Cleave, Ada Belle	Escondido
	Escondido
	San Diego

Elder, Olive	San Diego
Evans, Adelaide	San Diego
Fanning, William Emers	son
	Iolanthe, Mo.
Fenton, Laura E.	Coronado
Field, Emma Dougherty	San Diego
Frederick, Benita	San Diego
Fuquay, Lourien Emily	San Diego
George, Florence E	Nestor
Grav Ellen	San Diego

1901-1902-Continued.

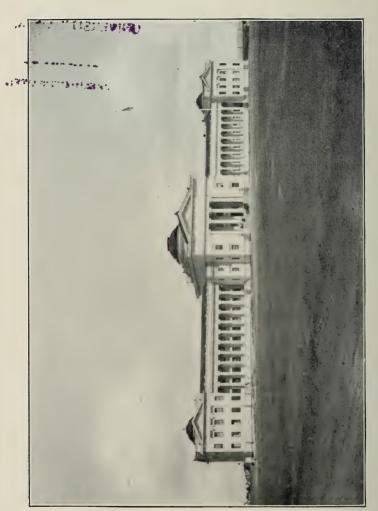
Harrison, Anna LauraSan Diego	Rowlee, FannieButton Willow
Hildreth, BirdSan Diego	Skinner, Asa LSan Diego
Jennings, Jane OrrellSan Diego	Smith, Margaret E Santa Ana
Johnston, Lucy Katherine Pacific Beach	Taylor, Frances Sybilla Arroyo Grande
Kerns, Edith PageLos Angeles	Toy, Zelia AnnaSanta Maria
Lesem, LilySan Diego	Van Arman, MaudSan Diego
Merritt, Daisy Margaret Santa Maria	Wackermann, Josephine_San Luis Rey
Merritt, Ida DorothySanta Maria	Wallian, Mary Helen_New York, N. Y.
Mulvey, Frances Kathryn San Diego	Warren, Margaret J.
Murray, Lois National City	Pembroke, Ont., Canada
Paden, Agnes MSan Diego	Waters, FloraLa Jolla
Paine, EthelJulian	Watkins, Ena MarieSan Diego
Patterson, Ruth San Diego	Wisler, Emma Comstock San Diego
Price, Gertrude RSanta Ana	Wright, William ShermanSan Diego
Roberts, Charles RoySan Diego	Total 47

1902-1	1903.
Beckler, Mary Celia Escondido Beer, Virginia Esther San Diego Bostwick, Edith San Diego	Lockyer, Annie EdithSan Diego Mack, Flora AdeleSan Diego Martin, BelleOceanside
Brown, Alice HenriettaSanta Ana Brown, Ida Alice National City	Mayes, Maude ElliottSan Diego McAlmond, Alice TPotrero
Burch, Hattie Maria San Diego Butler, Julia Downey	McConville, Genevieve Katherine San Diego
Carson, Verna BLakeside Casner, EffieBallena	McGuire, Doretha San Diego
Chase, Mrs. Della Hill San Diego Christensen, Nellie San Diego	McRae, Gertrude Nestor Merritt, Pauline Santa Maria
Cogswell, Mary GoddardSan Diego Davidson, Elsie ASan Diego Dill, Alice LouiseSan Diego	Mott, Iva Maude San Diego O'Bannon, Mary BowieSan Diego Pitman, DorothyNational City
Drewisch, JosephineOneonta Ellis, Anna ChristineDescanso	Rawicz, JeannetteSan Bernardino Rawson, James P
Evans, Cora MaeSan Diego Faddis, Prudence PChicago, Jll.	Read, Harriet CordeliaSan Diego Rowlee, DollieButton Willow
Fraser, Ella Harriett San Diego Gillis, Bertha Amelia San Diego	Scott, Martha MarieNational City Sykes, Elsie Bernardo
Gillmore, Jessie San Diego Gillmore, Mary San Diego	Somers, Susie Myrtle Escondido Stockton, Ora San Diego
Goss, Helen San Diego Harritt, Luella Frances San Diego Holmes, Olive Mary Reedley	Stork, Bertha
Hornbuckle, Seykora San Diego Hudson, Kathryn BSanta Ana	Tollan, Inez San Diego Wackermann, Theodora San Luis Rey
Jennings, Belle	Wallian, Carlotta JSan Diego Wescott, LauraSan Diego
Johnson, Marjorie May National City Keene, Abbie MFallbrook	Winnek, Ruth VSan Diego Woods, Margaret LouiseSan Diego
Light, Adda ANellie Total	You, Jennie GSan Diego









STATE NORMAL SCHOOL OF SAN DIEGO-MAIN BUILDING.

STATE NORMAL SCHOOL

OF

UNIVERSITY OF ILLINOIS

SAN DIEGO, CALIFORNIA

PRESIDENT'S OFFICE

CIRCULAR OF INFORMATION

AND

ANNOUNCEMENTS

FOR 1905-1906

CATALOGUE FOR 1904-1905

SACRAMENTO

W. W. SHANNON, - Superintendent State Printing



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Two-year course for recommended graduates of accredited secondary schools	155 222 566 255 211 118 255 577 17 13 29 23 25 211 19 23



CALENDAR FOR 1905-1906.

FIRST TERM—1905.

Entrance examinations and Admission on credentials,	1 }	-	-	- Tuesday, August 8		
Registration	-	₹	_	- Wednesday, August 9		
Term opens	-	7	-	Thursday, August 10		
Training School opens	-	-	. .	Monday, August 14		
Thanksgiving recess -	-	-	-	November 30—December 2		
Term closes - 7 -	-	-	-	- Thursday, December 21		
	_					
SECOND TERM—1906.						

SECOND TERM—1900.

Entrance examin				-	-	-	-	Monday, January 8
Term opens -	-	-	-	-	-	-	-	Tuesday, January 9
Spring recess	-	-	-	-	-	-	-	- March 17–26
Dedication Day	-	-	-		-	-	-	- Tuesday, May I
Commencement	_	- .	_	_	_	_		Tuesday, May 29



BOARD OF TRUSTEES.

HON. GEORGE C. PARDEE, - - - - Governor

	Ex	Officio							
HON. THOMAS J. KIRK,		Supe		nden	t of	Publ	ic Instruction		
DR. R. M. POWERS,	-	-	-	-	-	-	San Diego		
ISIDORE B. DOCKWEILER	-,	-	-	-	-	-	Los Angeles		
SENATOR M. L. WARD,	-	-	-	-	-	-	San Diego		
GEORGE W. MARSTON,	-	-	-	-	-	2_	San Diego		
CHARLES C. CHAPMAN,	-	-	-	-	-	-	Fullerton		
OFFICERS OF THE BOARD.									
DR. R. M. POWERS, -		-		-	-	-	Chairman		
FRED. W. PARRISH, -	-	-	-	-	-	-	Secretary		

EXECUTIVE COMMITTEE.

DR. R. M. POWERS, SENATOR M L. WARD,

GEORGE W. MARSTON.



FACULTY, 1904-1905.

SAMUEL T. BLACK, PRESIDENT, School Administration. Pupil Teachers' Course, British Schools.
*EMMA F. WAY, PRECEPTRESS, Mathematics and Reading. Grand River Institute, Ohio.
ALICE EDWARDS PRATT, REGISTRAR, English. Ph.B., Univ. Cal; Ph.D., Chicago.
EDITH McLEOD, - { Principal Training School and Supervising Teacher Grammar Grades. State Normal School, Mass; Graduate Teachers' College, Columbia.
ELISABETH ROGERS, Supervising Teacher Primary Grades. State Normal School, Albany, N. Y.
J. F. WEST, Mathematics. A.B., Stanford; Graduate Student, Harvard.
W. F. BLISS, History and Civics. B.S., Mount Union; B.L., Univ. Cal.
ANNE MOORE, Biology and Physiology. Ph D., Chicago; A.B., A.M., Vassar.
W. T. SKILLING, Chemistry, Geography, and Physics. State Normal School, Los Angeles, Cal.; M.S., Univ. Cal.
F. E. THOMPSON, DIRECTOR OF TRAINING SCHOOL, - Education. A.B., Stanford.
+PERCY E. DAVIDSON, Assistant in Education. A.B., Stanford.
EDITH MILLS, Music.
Special Preparation at Shurtleff College, Ill.; Alton Conservatory of Music, Ill.;

^{*}Absent on leave from August 1, 1904, to August 1, 1905. †Absent on leave from September 10, 1904, to August 1, 1905.

JOSEPHINE BATCHELDER, English. A.B., Wellesley.
ANNA H. BILLINGS, SUBSTITUTE, English. B.L., Smith College; Ph.D., Yale University.
MARY MAYNES SMITH, Drawing, Manual Training. State Normal School, Ind; Normal Art Department, Pratt Institute; Sloyd Normal Department, Throop Polytechnic Institute.
JESSIE RAND TANNER, Physical Education. Graduate Boston Normal School of Gymnastics.
CLARA M. COOLEY, SUBSTITUTE, History. A.B., Univ. Cal.
MRS. LYDIA M. HORTON, Librarian.
FRED. W. PARRISH, Stenographer and Typewriter.
JOHN D. JOHNSTON, Janitor.

Dr. J. F. Millspaugh.

LECTURES DURING THE YEAR.

1904. May I—Dedication Day—"Our Stock of Enthusiams,"						
President David Starr Jordan.						
May 25—Commencement Address, Hon. M. L. Ward.						
Sept. 27—General Address, Hon. S. C. Smith.						
"The Old Log Schoolhouse," Hon. M. L. Ward.						
Nov. 11—On Teaching the Blind, Hon. M. L. Ward.						
Dec. 8—"A Day with Poetry," Rev. W. B. Hinson.						
Dec. 12—"Education in Japan," Mrs. J. D. Carrothers.						
1905.						
Jan. 19—"Some Pictures at the St. Louis Exposition,"						
Rev. W. B. Hinson.						
Jan. 20—"Design in Decoration," Professor Ardley.						
Feb. 20—"Vital Education," Carl Snyder.						
Feb. 23—"Patriotism," Rev. W. B. Hinson.						
Mar. 16—"Making Faces," Rev. W. B. Hinson.						
Mar. 30—"The Haunts of Nature," Edward F. Bigelow.						
April 17—"Recent School Legislation," - Professor D. S. Snedden.						
April 19—"Education in Russia," Col. Lochwitsky.						
April 20—Address: "To Would-Be Teachers," - Hon. Thomas J. Kirk.						
April 25—"Without Shedding of Blood there is no Remission,"						
Rev. W. B. Hinson.						
May I—Dedication Day—"True Co-education Dependent upon Presence of Both Men and Women in the Teaching Corps,"						

FOUR-YEAR COURSE.

For Students Entering from the Ninth Grade.

Each group represents one half-year's work.

	_	1	11	_	
GROUP I.			GROUP II.		
Poetry and Myths	20	5	Drama and Novel	20	5
Algebra	20	5	Algebra	20	5
Botany	20	5	Chemistry	20	7
Drawing and Manual Training	20	5	Drawing and Manual Training.	20	3
Music	20	2	Music	20	3
Physical Education	20	3	Physical Education	20	2
GROUP III.			GROUP IV.		
Exposition, etc.	20	5	Essay and Argumentation	20	5
Geometry	20	5	Geometry	20	5
Ancient History	20	5	English History	20	5
Physics	20	5	Physics	20	5
Drawing and Manual Training	20	3	Drawing and Manual Training	20	2
Physical Education	20	2	Physical Education	20	2
GROUP V.			GROUP VI.		
Grammar and Reading	20	5	Physiology	20	5
Education	20	5	American History	20	5
Zoölogy	20	5	Education	20	5
Geography	20	5	Arithmetic	20	5
Physical Education	20	2	Physical Education	20	2
GROUP VII.			GROUP VIII.		
Civics and Economics	20	3	Education	20	5
History of Literature	20	5	English in the Grades, with Teaching	10	10
Education	20	5	History and Civics, with Teaching	10	10
Primary Language and Number, with Teaching	10	10	Grammar Grade Language and		
J	10	10	Arithmetic, with Teaching Nature Study and Geography,	10	10
Music, Drawing, and Manual Training, with Teaching	10	10	with Teaching	10	Ιυ

Twenty minutes' chorus work daily throughout the entire course.

The number in the first column refers to the number of weeks; in the second column, to the number of hours per week.

Physical Training. including out-of-door sports, two hours per week.

Optional during Senior year.

TWO-YEAR COURSE

For Recommended Graduates of Accredited Secondary Schools.

THIRD YEAR.								
GROUP V.			GROUP VI.					
Grammar and Reading	20	5	Physiology	20	5			
Education	-20	5	Arithmetic	20	5			
*Zoölogy	20	5	Education	20	5			
Geography	20	5	Drawing and Manual Training	20	3			
Manual Training and Drawing.	20	2	Music	20	3			
Physical Education	20	3	Physical Education	20	2			
FOURTH YEAR.								
GROUP VII.			GROUP VIII.					
Civics and Economics	20	3	Education	20	5			
History of Literature	20	5	English in the Grades, with Teaching	10	10			
Education	20	5	History and Civics, with Teaching	10	10			
Primary Language and Number, with Teaching	10	10	Grammar Grade Larguage and Arithmetic, with Teaching	10	10			
Music, Drawing, and Manual Training, with Teaching.	10	10	Nature Study and Geography, with Teaching	10	10			

^{*}Not required if satisfactorily finished in an accredited secondary school.

Twenty minutes chorus work daily throughout the entire course.

The number in the first column refers to the number of weeks; in the second column, to the number of hours per week.

Physical Training, including out-of-door sports, two hours per week. Optional during Senior year.



HIGH SCHOOL CERTIFICATION.

The State Board of Education, at a meeting held on January 19, 1905, adopted the following rule:

As a temporary measure until the universities of this State establish well-equipped training schools for preparation of high school teachers, graduates of universities (named under List 1 in Rule 1, Bulletin No. 37, Department of Education of the State of California) who present evidence of sufficiently broad general scholarship and submit a certificate showing that they have successfully pursued courses in the training department of any one of the California State Normal Schools, with accompanying training school experience for a period of one-half year, are deemed eligible for a high school certificate under Rule 1.

This rule means that graduates of universities listed by the State Board of Education who have not taken the required amount of pedagogy entitling them to recommendation for high school certificates under the law, may elect to do so at any one of the California State Normal Schools.

In accordance with the rule, the State Normal School of San Diego is prepared to offer the required courses to university graduates. The courses will continue throughout one semester. Those university graduates who successfully complete the required courses will receive a certificate and recommendation which will authorize county boards of education throughout the State to grant high school certificates in the same manner as heretofore granted on the university recommendation.

The courses will be of university grade in scope and character and will represent not less than fifteen university units.

University graduates desiring to register for the high school certification courses should communicate with the President of the Normal School before the beginning of the next semester, August 8, 1905.

GENERAL REQUIREMENTS FOR ADMISSION TO THE NORMAL SCHOOL.

Candidates for admission must be at least sixteen years of age, of good moral character, and physically healthy.

Applicants holding the following credentials will be admitted without examination:

- (a) A valid teacher's certificate of any grade, from any county, city, or city and county of the State of California.
- (b) A diploma of graduation from any secondary school of good standing.
- (c) Recommendation from any secondary school of good standing in which the applicant has done at least one full year's satisfactory work.
- (d) A diploma of graduation from the ninth year of the public schools of California, if accompanied by a special recommendation from the teacher, and a statement of the applicant's standing in the various grammar grade branches.

Applicants possessing none of the foregoing credentials must, by examination or otherwise, satisfy the Faculty of their proficiency in the various branches mentioned under (d).

All applicants for admission must sign the following declaration:

I hereby declare that my purpose in seeking admission to the State Normal School of San Diego is to fit myself for teaching, and that I intend to teach in the public schools of California, or of the State or Territory in which I may reside.

Teachers in the elementary schools of the State are always heartily welcome. They may enter any of the classes, either as observers or as students, as they may prefer.

No person will be graduated unless he has spent at least one year as a resident student, or a number of weeks equal to one year, no matter what his previous preparation may have been.

Applications for advanced standing will be granted only upon approved credentials or examination.

REQUIREMENTS FOR ADMISSION TO THE TWO-YEAR COURSE.

- I. Graduates of accredited secondary schools, properly recommended to the University of California, will be admitted to the Two-Year Course of Study, under the following conditions:
 - (a) Such applicants shall either be fully recommended in a sufficient number of subjects to entitle them to any fifteen (15) units of entrance credits to the University; or
 - (b) Shall be recommended in the following subjects: English, subjects A, I, and I4; Algebra, subject 3; Plane Geometry, subject 4; Ancient History, subject 10; English History, subject I3 (b); Physics, subject I1; Chemistry, subject I2 (b); Botany, subject I2 (c); Zoölogy, subject I2 (d).
- 2. Graduates of secondary schools outside of California will be admitted to the Two-Year Course, provided their credentials, in the judgment of the Committee on Advanced Standing, entitle them to credits equivalent to those designated in either (a) or (b), paragraph 1.
- 3. Applicants partially recommended may be admitted to the Two-Year Course, conditioned upon making up deficiencies, either by examination or by class work, at the option of the department concerned.
- 4. Applicants presenting credentials from institutions of the college grade will be assigned to such advanced standing in the Two-Year Course as, in the judgment of the Committee on Advanced Standing, their credentials may entitle them; provided, all such students will be required to spend at least one year in attendance at the Normal School.

Graduates of non-accredited high schools and undergraduates of secondary schools will be admitted to the Normal School and assigned to such standing in the Four-Year Course as may be determined by the Faculty.

It will be seen from the above requirements that the principle of equivalence of values of preparatory subjects is recognized, 15 units, made up by any combination of University entrance subjects, satisfying requirements for admission to the Two-Year Course. This principle will not be carried so far, however, as to entitle graduates of secondary schools to advanced standing in the course on surplus credits beyond the 15 admission units. (See paragraph 4, above.)

GRAMMAR SCHOOL TEACHERS.

Teachers holding grammar school certificates may be admitted to the regular Two-Year Course, or they may be admitted to a special course covering not less than two years, depending on the branches in which they have been examined, as indicated on their certificate.



AIM OF THE SCHOOL.

The main purpose of a Normal School is to prepare suitable persons to teach in the public schools of the State. No one unsuited by either natural inclination, ill health, or physical disability, should apply for admission.

The Normal School course demands of all who enter upon it adequate preparation, native ability, and a willingness to study. Prompt and regular attendance at the daily recitations, satisfactory preparation of assigned lessons, and good health will insure creditable records in the various lines of study and instruction.

The curriculum here presented is divided into groups of subjects, each representing a term, or half-year's work. Any attempt to carry more than the specified work of a group or its equivalent is a mistake; it nearly always results in one or more failures, and is, consequently, a loss rather than a gain in time.

* * *

RECOMMENDATIONS.

All candidates for admission must present one or two letters of recommendation from responsible people—former teachers, where possible. Applicants from other Normal Schools, or schools of equivalent grade, must file with the Registrar honorable dismissal certificates, signed by the proper authorities of the schools or colleges last attended by said applicants. Each honorable dismissal certificate should state the educational record of the applicant.

* * *

EXPENSES.

Students are required to furnish their own text-books. Tuition is free in all departments.

Rooms and board may be had at very reasonable rates. Students, from abroad must consult the Preceptress of the school before securing boarding-places. Letters of inquiry may be addressed to her at the Normal School, where she may be found one week before the opening of the school.

RULES GOVERNING LEAVE OF ABSENCE AND WITHDRAWALS.

1. Students desiring leave of absence for one day only shall make oral application to the Preceptress.

2. Students desiring leave of absence for more than one day shall make their request in writing, and the petition must specify both the length of time and the reason for which such leave is desired.

This rule will apply also to students who find it impossible to return on the first school day next succeeding any vacation.

3. When any student shall withdraw from the school without giving proper notice to the President, or, in his absence, to the Preceptress, or shall have been continuously absent for two consecutive weeks without satisfactory explanation, the name of such student will be dropped from the roll, and no record of honorable dismissal will be made.

4. Students whose names have been dropped from the roll shall be reinstated only by a vote of a committee of the Faculty, consisting of the President, the Preceptress, and the Registrar.

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CONDITIONS AND FAILURES.

A student conditioned in any subject may arrange with the instructor concerned for such supplementary examinations or study as will make good the deficiency; but such deficiency must be removed by the middle of the succeeding term, otherwise the condition will be considered a failure.

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DEMAND FOR TEACHERS.

The demand for teachers trained in the Normal Schools of California is greater than the supply. Owing to the rapid increase in the population of the State, this demand is growing constantly. Not one of the five Normal Schools in California is able to meet the requests made by school authorities for teachers. There is, too, an increased demand for men teachers in the cities and larger towns, where fair salaries are paid. A general movement has been started throughout the State for a reasonable increase in the salaries paid to teachers. Recent legislation, changing the law for distributing school funds and increasing the revenue, will insure higher salaries. This is particularly true of the smaller rural schools.

RIGHTS OF GRADUATES.

The rights and privileges of graduates of California State Normal Schools are defined in Section 1503 of the Political Code, the principal features of which are as follows:

The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue a diploma of graduation to those pupils who worthily complete the full course of study and training prescribed.

Said diploma shall entitle the holder thereof to a grammar school certificate from any County or City and County Board of Education in the State.

Whenever any County or City and County Board of Education shall present to the State Board of Education a recommendation showing that the holder of a Normal School diploma has had a successful experience of two years in the public schools of this State subsequent to the granting of such diploma, the State Board of Education shall grant to the holder thereof a document signed by the President and Secretary of the State Board, showing such fact. The said diploma, accompanied by said document of the State Board attached thereto, shall become a permanent certificate of qualification to teach in any primary or grammar school in the State.

Graduates are admitted to the State University and the Leland Stanford Junior University without examination upon the recommendation of the President of the school.

* * *

POST GRADUATE WORK.

The library and laboratories of the school will be at the service of those graduates of the school, or of others who are teachers in the State, who wish to do special graduate work, in so far as such work does not conflict with the regular conduct of the school. It very often happens that many who teach for a part of the year find themselves free for further study, and could do work in the laboratories or reading in the library while the school is in session. This special work, either in the laboratories or in the library, can be planned and directed by members of the Faculty in such a way as to be of great benefit to those who wish to undertake it. Such work will be arranged, when desired, for the purpose of further and better preparation for entrance to a university. Graduates are invited to correspond with members of the Faculty whenever they find themselves in need of such information or assistance as the Faculty can give.



A CORRIDOR.

PUNCTUALITY.

The only acceptable excuse for absence or tardiness is that of illness or accident. A young person who has acquired the tardy habit should either cure it or give up the idea of teaching.

* * *

GOVERNMENT AND DISCIPLINE.

The success or failure of students to govern themselves will be carefully considered by the Faculty in making up their estimate as to preparation for graduation. The management of the school gives to the students the largest possible measure of individual freedom. Abuse of this liberty will be regarded as a serious defect, and may prove disastrous to an otherwise bright and promising young teacher.

* * * *

EQUIPMENT.

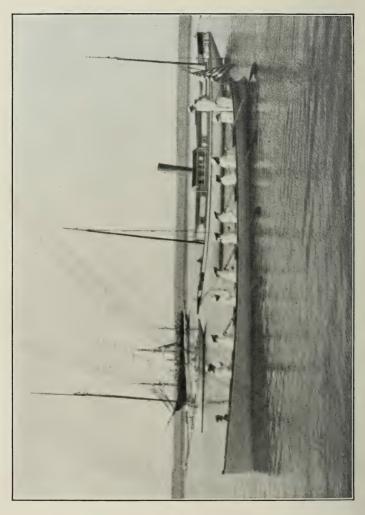
The library contains nearly five thousand carefully selected volumes, and is supplied with the standard periodicals. The room is bright and cheerful, and is furnished with separate chairs and tables for study purposes.

The physics, chemistry, and biology laboratories are thoroughly equipped with the most modern apparatus.

The room for drawing and manual training is furnished with eighteen double work benches and all necessary tools. It is a large room, 50 by 50 feet, with a northern exposure, thus insuring a steady light, and is well supplied with reference books, photographs, casts, and objects for still-life study.

The gymnasium, located in the west wing, is a large room, 36 by 74 feet, and 18 feet high. The equipment, intended for the Ling or Swedish system of gymnastics, is entirely new and is ample to meet all the requirements of the courses in physical education.

The entire building is heated throughout by the latest and most approved system of steam heating. The class-rooms are all well lighted and are furnished with special tables and revolving chairs in place of the unhygienic school desks so often seen in older Normal Schools. The corridors are all bright and cheerful, being as thoroughly lighted as the class-rooms. They, too, are connected with the heating system, and are kept as warm and comfortable as the class-rooms.



In the erection of the building, the Board of Trustees took advantage of the ample grounds, and spread it over considerable space instead of running it up three or four stories to the discomfort of students and teachers. A glance at the cut on the first page shows that the building is but two stories in height.

These improvements place the school in line with the best appointed educational institutions in the country.

* * *

ATHLETICS.

The campus, consisting of sixteen and one half acres, affords ample opportunity for all forms of outdoor games. There are two athletic associations—one made up of young women, in charge of the instructor in physical education, and another consisting of young men, under Faculty direction. An athletic field has been laid out on which there are two baseball diamonds, two tennis courts, two basketball courts, two volleyball courts, a running track, and a gridiron for football. Besides these facilities for physical development, the Faculty and students have organized a Normal School rowing association. The association, which is made up of six crews, owns a well-equipped eight-oared barge. Some one of these crews under student officers may be seen daily, outside of regular school hours, rowing on the bay. The superior officers of the association are a commodore and a business manager, chosen from the Faculty.

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SANITATION.

The Secretary of the State Board of Health, in his report to the Board, dated June 30, 1900, on the sanitary conditions of the public buildings of the State, says:

"The Normal School buildings have received your attention. * * * In this connection we feel called upon to make special mention of the State Normal School at San Diego. In the erection of this building more attention has been given to modern sanitary requirements than in any other public building in the State. The structure is so planned that each class-room, recitation-room, and office is equipped with two separate air shafts; the library and assembly-rooms, being larger, have four such shafts. * * * In the toilet rooms the air is drawn downward through the closets and urinals by means of a hot-air shaft, with

which they are exclusively connected. The system is a perfect success, and absolutely prevents the escape of gases or odors into the toiletrooms. * * * *''

* * *

CLIMATE.

The climate is peculiarly adapted to all-the-year-round study—the summers being always cool and the winters never cold. The following report explains itself:

U. S. DEPARTMENT OF AGRICULTURE,

WEATHER BUREAU.

SAN DIEGO, CAL., April 13, 1904.

PROFESSOR S. T. BLACK,

President, State Normal School,

San Diego, California.

My DEAR SIR: I have the honor to acknowledge the receipt of your communication of the 12th instant, and take pleasure in appending herewith meteorological data as follows:

Maximum Temperatures in the Year 1903.

		^	, 0	
Day.	July.	December.	Day. July.	December.
I	68°	66°	19 69°	70°
2	67	60	20 69	68
3	70	63	21 71	64
4	73	75	22 72	62
5	71	71	23 73	60
6	68	70	2474	66
7	70	70	25 72	74
8	7 I	64	26 71	73
9	71	64	27	74
IO	71	63	28 71	73
II	73	60	29 70	71
I2	72	64	30 68	71
13	78	62	31 67	63
14	7I	67	. ====	
15	73	72	Highest 78	75
16	7 I	66	Lowest max 67	60
17	68	63	Average daily . 71 -	67 -
18	69	62		

Very respectfully,

(Signed:) FORD A. CARPENTER,
Observer, Weather Bureau.

LOCATION.

The school is located on University Heights, a mesa three hundred and fifty feet above the waters of the bay. The outlook is beautiful, commanding a view of the city, the matchless bay, Point Loma, the ocean, and the islands of the sea. To the north and east the horizon is broken by mountain chains and rugged peaks.

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TRAINING SCHOOL.

The Training School consists of the regular eight public school grades, wherein the usual elementary branches are taught by approved modern methods. In addition to the regular eight grades there is a ninth grade, which aims to serve the needs of three classes of students: first, those who contemplate entering the Normal School; second, those who must leave school at the close of the ninth year; third, those whose plans for further study are still indefinite.

All teaching in the Training School is closely supervised by members of the Normal School faculty. The classes are small, admitting of much individual instruction. Those pupils who, by reason of some defect, weakness, or other peculiar condition, need special attention, are given such attention, at the same time carrying the regular work of the grade. The general health of the child, his growth, and the condition of his sense organs, especially the eye and ear, are closely watched. Principles of seating, lighting, ventilation, and heating are concretely applied.



SOUTH PORTICO.

BRIEF DESCRIPTION OF THE COURSES.

Note.—The Roman numerals indicate the group or groups to which each subject belongs.

EDUCATION.

Though the aim of the work in "Education" is to make teaching as soon as possible a process in which theory and practice are scarcely to be distinguished, it is considered essential to the mastery of the process that it begin with the aspect called theory. Before engaging in practice the student-teacher should see clearly the end for which practice exists. In keeping with this point of view the broad problem of education is introduced from one to two terms before actual teaching begins. From this point on the two phases run parallel, the theoretical work centering more and more upon specific questions, to the end that the final result may be an enlightened and intelligent practice.

The theoretical aspects are presented in a course extending through eighty weeks of five hours each. Effort is directed toward keeping in the student's mind from the beginning the central problem of education, namely, the taking of the child from where he is toward where he ought to be. To this end the usual method of presenting the theory of education under such heads as "Psychology," "Child Study," "School Hygiene," "Pedagogy," "Methods," and "History of Education" is not followed. Selection is made from all those fields of that material only which is pertinent to the problem, and this material is so organized that the student's knowledge is day by day made fuller along three lines—the nature of the child, the end to which he is to be educated, and the means to be employed in the process. The work throughout consists of lectures, selected readings, reports, papers, and class discussions.

Education V. The course begins with a discussion of the child as a growing organism. The student is introduced to the biological and evolutionary conceptions of the origin of the race, and is accustomed to the fact of growth. In a discussion of the meaning of infancy he is given some conception of the significance of education and is prepared for the next step—a consideration of the factors in growth: heredity and environment. Then follows a study of some special lines of growth and their control: height and weight; movements—instinctive, imitative,

voluntary; the nervous system—its structure and functions; the conditions of nervous functioning—exercise and habit, play, fatigue, epochs of growth, etc.; the evolution of the primitive self. This preliminary course concludes with a discussion of the sense organs and the simpler states of consciousness. The aim throughout is to present the child as an organic being, predisposed to grow along lines dictated by physical heredity, but capable of modification by environment. The course leads naturally into the work of the next forty weeks, which treats of "The Growing Mind and the Body of Culture."

20 weeks; 5 hours per week.

Education VI and VII. The second part of the course is given in such a way that two lines of thought run parallel. The one is of the growing mind; the other is of the body of culture. The one line treats of the child, now a psychological person; the other treats of the body of culture as nutrition for this growing mind. Along the first line are discussed from a genetic point of view, the following topics: "the stream of consciousness," what the self is, the self-functioning in the conscious process—perceiving, discriminating, imaging, reasoning, judging, willing; conditions and control of the conscious process—attention, association, memory, interest, apperception; the ideally organized individual—the moral man in whom feeling, intellect and will symmetrically blend in the higher human emotions and pass into effective action.

The parallel line of thought presupposes academic work in the several branches of study and aims at an examination of these branches as nutrition for the growing mind. Assuming that education is the gradual adjustment of the educable child to the spiritual possessions of the race, it undertakes the study of these possessions, the body of culture, under the following heads: the scientific inheritance, the literary inheritance, the æsthetic inheritance, the institutional inheritance, the religious inheritance. Concerning each of these great traditions certain broad educational questions are raised, such as its primitive origin and the main features of its history, its significance as an expression of the racial and individual consciousness, its emphasis at the present time, etc. A description of the fairly separable directions within the tradition is attempted, with an estimate of each, and the educational value and service of the tradition as a whole are characterized as they have been set forth by their great exponents; e. g., Spencer and Tyndall of the scientific, Arnold and Carlyle of the literary, Ruskin and Morris of the æsthetic. In connection with the "institutional inheritance" a study of the social aspects of education is made under such topics as "the school and the family," "the school and the industrial order," "the school and democracy," "the school and the church." This general survey is followed by an examination of those epochs in history wherein particular traditions significantly affected educational theory and practice. The two lines of thought are reviewed and brought together in a discussion of educational ideals and the aim of education.

40 weeks; 5 hours per week.

Education VIII. (a) The Elementary Curriculum. An attempt is made here to have the student focus the knowledge gained in the professional courses, the academic courses, and in the Training School, upon the problems presented by the elementary school curriculum, to the end of stating for himself governing principles for the selection of subjectmatter, its distribution along the grades, and the methods of its presentation. Each subject is therefore examined with a view to determining its appropriate educational service in a well-balanced curriculum.

(b) School Administration. A brief survey of the general features of school administration in the United States, comparing it incidentally with that of the leading European countries; a study in detail of the California system of administration, including the powers and duties of the various school boards and school officers, the collection and distribution of school funds in California, the law for certificating teachers, the constitutional and statutory provisions for ethical, intellectual, scientific, and industrial improvement, etc.

20 weeks; 5 hours per week.

Teaching VII and VIII. Each student teaches in the Training School during the entire Senior year, one hour per day during the first term and two hours per day during the second. This teaching is preceded by a period of apprenticeship which varies according to individual needs. While an assistant each student is expected to familiarize himself with those items of practice which are fairly common to all teaching, to acquire confidence in his ability to handle a class, and to form the habit of regarding children and subjects from the teaching standpoint. By means of this apprenticeship the student is introduced to the problems of responsible teaching by easy stages and largely by imitation.

In order that each student may practice in all subjects of the elementary curriculum, these subjects are classed into six groups. The teaching in each group is supervised by one or more members of the Normal School faculty. This supervision consists of the directing of the daily teaching by means of lesson plans, model recitations, and individual suggestions, and of instruction in a class composed of all the student-teachers of the group. This class meets daily for the discussion of the practical problems connected with the daily recitation, the material to



be presented, the mental processes involved in thinking and acquiring the subjects, the educational service of the subjects, and the most effective methods of presentation. The several groups are as follows: (1) Primary Reading, Language, and Number; (2) Grammar Grade Reading, Language, and Arithmetic; (3) Nature Study, Geography, and Composition; (4) History, Civics, and Composition; (5) Literature, Interpretative Reading, and Composition; (6) Music, Drawing, Manual and Physical Training. Teaching assignments are so made that each student teaches in primary, intermediate, and upper grades. Credit in "Teaching" is given when the requirements for each group have been fully complied with, and when the student is deemed by the supervisors of the several groups a fit and responsible person to be entrusted with the care of a public school.

Education V, VI, VII, and VIII form a continuous series and must be taken in the order indicated. The student begins teaching in the capacity of an assistant during the time he is taking Education VI. While taking Education VII he teaches a class one hour per day, and two hours per day while taking Education VIII. The teaching and the group classes described above occupy 600 periods. In the Senior year three fifths of the work of the first term and all of that of the second term are directly concerned with class-room teaching.

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ENGLISH.

- I. (a) The Study of Myths.
- (b) Poetry and Poetics. An introduction to the study of English poetry, with especial reference to Milton and the greater lyrists. Interpretative themes. Oral reports on outside readings.

20 weeks; 5 hours per week.

TEXTS.-Bullfinch: Age of Fable,

Palgrave: Golden Treasury of Songs and Lyrics, first series. School edition. (Macmillan.)

II. The Drama and the Novel. A critical study of three or more plays of Shakspere and of two or more standard novels. Written reports on assigned outside reading.

20 weeks; 5 hours per week.

TEXTS.—Shakspere: Julius Cæsar; Macbeth; Midsummer Night's Dream. (Any clear type edition.)

Hawthorne: The House of Seven Gables.

George Eliot: Silas Marner,

Other texts will be added as needed.

III. Exposition. Analytical study of expository prose, with constant writing along descriptive and expository lines.

20 weeks; 5 hours per week.

TEXTS.—Buck and Woodbridge: Expository Writing. (Holt.)
Other texts will be added as needed.

IV. (a) Argumentation. An examination of inductive and deductive argument, with especial reference to these forms of reasoning in their connection with the student's natural interests and daily experiences. The texts used in (b), with one or more standard orations, will afford further material for logical analysis.

10 weeks; 5 hours per week.

TEXTS.—Buck: Argumentative Writing. (Holt.)

Burke: Conciliation with America (Ginn.)

IV. (b) The Essay. A study of eight or ten essays, literary, critical, and ethical, with the purpose of becoming familiar with great prose-writers and their styles.

10 weeks; 5 hours per week.

Texts from which selections will be made:

Macaulay: Essay on Milton. Carlyle: Essay on Burns.

De Quincey: Selections in Little Masterpieces.

Lamb: Essays of Elia, first series.

Bacon: Select Essays. Curtis: Prue and I.

Emerson: Essays, first series.

- $V. \ (a)$ Grammar. A review of grammar, based as far as possible upon the text adopted by the State, with especial emphasis upon parsing and sentence structure.
- (b) Reading and Phonics. Phonic work, including articulation drill, and study of English sounds and of the action of the organs in forming them. Practical work in expression: time, pitch, quality, force. Analysis of various type-selections. Discussion of methods to be used in the teaching of reading.

20 weeks; 5 hours per week.

TEXTS.—Grammar, State Series.
Clark: How to Teach Reading.

VII. The History of the English Language and Literature. A study of the evolution of our literature and literary forms, from the Beowulf to the present time. Lectures, accompanied by an historical text and the reading of typical literature of the various periods.

20 weeks; 5 hours per week.

TEXTS.—Halleck: History of English Literature. (Am. Book Co.)
George: Chaucer to Arnold. (Macmillan.)

VIII. Methods in English in the Elementary Schools. Discussion of literature suitable for the grades; consideration of methods of presenting reading, language, composition, grammar, and literature in the elementary schools. Written and oral reports on assigned readings.

20 weeks; 5 hours per week.

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HISTORY AND ECONOMICS.

III. Ancient History. This course begins with a brief account of the Oriental peoples who contributed directly to European civilization, followed by a more intensive study of Greek and Roman history, and closes with a study of the early middle ages to the death of Charlemagne. It conforms to the recommendations of the Committee of Seven, and is intended to furnish adequate preparation for a study of English history.

20 weeks; 5 hours per week.

IV. English History. A comprehensive survey of the development of the English nation from the earliest time to the present, principal stress being laid upon the evolution of English political institutions. Events to the time of Egbert are passed over rapidly, but emphasis is given to Anglo-Saxon customs and institutions. Since this course, or its equivalent, is prerequisite to the study of American history, special attention is given to the origin and application of the principles of civil rights and representation which have become fundamental to the government of the United States. In connection with this course such special topics are considered as will exhibit the relation of English history to important European movements, e. g. development of the Christian Church, the Crusades, Feudalism and Chivalry, the Renaissance, the Reformation, the French Revolution and Napoleonic Period, etc. Throughout, consideration is given chiefly to the social and political development, rather than to wars and personal history of kings and dynasties.

20 weeks; 5 hours per week.

TEXTS.—This course is largely research work in the library. No special text-book is used, but each student is expected to possess at least one book approved by the instructor.

VI. American History. The purpose of this course is to secure tolerably full and accurate knowledge of the narrative history of the discovery and settlement of the American continent and the development of the English colonies and the United States of America, considered under the following heads: I. Geographical knowledge before 1492. 2. Conditions that led to the discovery of America. 3. Explorations in the New



World. 4. Settlements. 5. Strife between French and English. 6. England's Colonial Policy. 7. The Struggle for Independence. 8. The "Critical Period." 9. Federal Supremacy—The Founding of Nationalism. 10. Republican Supremacy—Sovereignty of the People. 11. "Era of Good Feeling"—Rise of New Issues. 12. National Democracy—Tariff, Internal Improvements, Industrial Revolution. 13. The Jacksonian Epoch—States' Rights, National Finances, Territorial Expansion. 14. Slavery and the Civil War. 15. Reconstruction. 16. Industrial Development—Immigration, Currency, Tariff, Trusts, and Trades-Unions. 17. Remnion and Expansion.

20 weeks; 5 hours per week.

Texts—This course is largely research work in the library. No special text-book is used, but each student is expected to possess at least one book approved by the instructor.

- VII. Civics and Economics. 1. A thorough study of the fundamental principles and methods of administration of the government of the United States.
 - 2. A brief survey of the industrial development of our country.
- 3. A discussion of the social and economic theories and practices that have been exemplified and interpreted by American institutions.

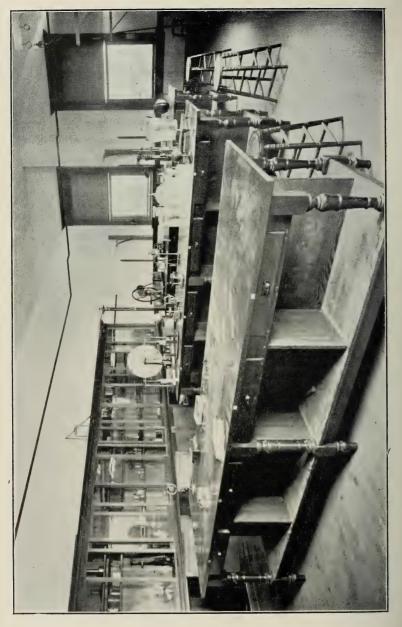
20 weeks; 3 hours per week.

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MATHEMATICS.

I, II. Algebra. In scope, these courses include all the subjects in algebra that are essential to a thorough understanding of higher arithmetic, elementary geometry, and the elements of physics. Special emphasis is placed upon the fundamental operations; the laws of brackets; the various methods of factoring, including the use of the factor law; the application of factoring to the solution of equations that can be readily resolved into linear factors; common divisors and multiples; binomial theorem for integral exponents; the combining and simplifying of fractions; formation and solution of simple equations with one or more unknown quantities; the theory of exponents, integral and fractional, positive and negative; the calculus of radicals; quadratic equations, both single and simultaneous; the various methods of solving quadratic equations; the solution of all equations that are reducible to the quadratic form; the nature of the roots of the general quadratic equation; and the formation of equations from given roots.

In these courses, the subject-matter is treated as simply as is compatible with mathematical rigor; consequently it may be mastered by



any ordinarily intelligent student with a fair knowledge of grammar school arithmetic. The fundamental ideas and principles are first developed inductively, then the principles are formulated into simple and concise statements, after which the rigorous proof is given. Throughout his course the student is required to acquire facility and accuracy in the manipulation of algebraic expressions as well as to understand the meaning of the various operations he is called upon to perform. He is required to solve, independently, many moderately difficult problems involving both numerical and literal quantities.

40 weeks; 5 hours per week.

TEXT.—Beman and Smith: Academic Algebra.

- III, IV. Geometry. Some of the most important objects aimed at in these courses are to develop the power of clear, concise, and logical reasoning, to cultivate the power of earnest original investigation, and to incite and stimulate the spirit of inquiry into mathematical truth. To secure these results the student is required:
- (a) To know thoroughly the definitions, axioms, and postulates, and to state them accurately in his own language or in the language of the text.
- (b) To be able to prove every reference cited, going back step by step until the final proof rests upon the primary definitions, postulates, and axioms, both in proving theorems and in solving problems.
- (c) To be able to apply the principles of geometry to practical and numerical examples, to construct his own diagrams readily with ruler and compass, and to give independent solutions, constructions, and demonstrations to a great many original exercises.

To accomplish the above results with the least expenditure of time and energy, the student is expected, before reading the solution or proof given in the text-book, to try to find one for himself, making use of the author's diagram if necessary, and if he succeed, his solution is made the basis of class discussion, in which the superior methods of attack are critically compared. Besides the regular daily class work, many oral and written reviews are held, thereby strengthening the previous work.

40 weeks; 5 hours per week.

TEXT.—Beman and Smith: New Plane and Solid Geometry.

VI. Arithmetic. This course is designed to include preparation from the method side as well as a careful review of the more difficult parts, with the aim of bringing out the simplicity and unity of the subject. Following as it does the courses in Algebra and Geometry, it is aimed to give a more comprehensive view of the subject than would be possible



GEOGRAPHY LABORATORY AND LECTURE ROOM.

without such preparation. The first part of the course is devoted to Primary Number Work, and the remainder of the term to Advanced Arithmetic.

- (a) Primary Number Work. This part of the course begins with a series of lectures and illustrative lessons on number work for the third and fourth years of the elementary schools, embracing the forty-five combinations and their application to addition and subtraction; development of the multiplication-division table, and its application to multiplication and division; notation and numeration; a few of the simpler tables of weights and measures considered concretely, together with examples in reduction, addition, subtraction, multiplication, and division involving these tables; the development of the fraction, including the decimal to hundredths, accompanied by many very simple examples illustrative of the principles that underlie (nearly) all the operations in common and decimal fractions.
- (b) Advanced Arithmetic. The immediate purpose of this part of the course is threefold, viz., to review and strengthen previous knowledge, to acquire accuracy of computation, and to lead the student to comprehend the true philosophy of arithmetic by a thorough comprehension of its basic principles and the consequent discovery of identities. It too often happens that the work of students in arithmetic is a mere "juggling with numbers" to secure the "answer," and to avoid this, great care is exercised by the department to present the subject in as realistic and tangible form as possible, so that the student may acquire the habit of forming clear and distinct mental pictures of conditions as they exist. Special emphasis is placed upon the importance of thoroughness and accuracy in the fundamental operations.

20 weeks; 5 hours per week.

TEXT.-New State Arithmetic.

* * *

PHYSICAL SCIENCES.

II. **Chemistry.** The course consists of three recitation and lecture periods per week in connection with two double periods for laboratory work.

The aim of the course is threefold: First, to give students a knowledge of the underlying principles of general inorganic chemistry; second, the application of these principles to the chemistry of every-day life; third, to give sufficient knowledge of organic compounds to enable students to intelligently study physiology.

20 weeks; 7 hours per week.

TEXT.—Newell: Descriptive Chemistry.

III, IV. Physics. The elementary principles of Mechanics, Heat, Magnetism, Electricity, Sound, and Light are made the basis of vigorous and thorough instruction in the class-room, based upon experiments performed by the students in the laboratory. These are, for the most part, quantitative in character and of such a nature as to admit of accurate measurements by the student.

The main object in these courses is to train the student to observe carefully and accurately the phenomena of nature; to draw correct conclusions from his own observations and from the data collected by others; to become acquainted with the most important principles and laws of nature, and to understand how these principles are made use of in mechanics and appliances useful to mankind.

40 weeks; 5 hours per week.

TEXTS.—Carhart and Chute: Elements of Physics.

Nichols, Smith and Turton: Manual of Experimental Physics.

- V. Physical Geography. Realizing that teachers need to know more of a subject than they are required to teach, it is sought in this course to extend the knowledge of the students in those branches of learning which immediately underlie any course in elementary geography. These branches are:
- (1) Astronomy. Here the student is given such a comprehension of the universe as a whole that the relation of the earth to other parts becomes sufficiently clear to be correctly visualized.
- (2) History of the Earth as a Planet. Under this heading La Place's "nebular hypothesis" is discussed and the astronomical theory of the ice age is given.
- (3) Historical Geology. Geologic ages and periods are illustrated by a collection of fossils and rocks. Mountain formation is studied, chronologically as far as possible.
- (4) Papers are written and discussed in class covering the development of successive stages in civilization.
- (5) Outdoor work is required on stratification, erosion, cloud study, etc. A visit is made to the local Weather Bureau to study methods in meteorology.
- (6) Special attention is paid to the physiography of North America, with lessons in methods of teaching its political and historical geography.

20 weeks; 5 hours per week.

TEXT: Dryer: Lessons in Physical Geography.

BIOLOGICAL SCIENCES.

I. Botany. An elementary course in Botany is offered, consisting principally of a study of the seed-bearing plants. Attention is given to the structure and functions of the parts of these plants and to the ecology of some of the plants peculiar to this portion of the State.

Such principles of Physics and Chemistry as may be necessary for an understanding of the experimental side of the subject are introduced. In fact, the course may be regarded as an elementary course in general science, in which Botany is the central point from which all departures are made.

20 weeks; 5 hours per week.

TEXTS.—Leavitt: Outlines of Botany.

Andrews: Botany All the Year Round.

V. Zoölogy. This course is based on the laboratory study of types of the great groups of animals. Certain of these animals will be dissected to make clear the fundamental points of structure. Their habits and physiology, however, receive much attention, in order that this course may form a basis for the succeeding course in human physiology. As much time as possible is spent in a consideration of the historical development of biological thought with special reference to the theory of evolution. No text is used, but reference is made to the standard works on zoölogy.

20 weeks; 5 hours per week.

VI. **Physiology.** This course consists of a study of the gross anatomy of the human body and of a series of experiments on the functions of the various organs of the body, supplemented by lectures and assigned reading of the standard authors.

20 weeks; 5 hours per week.

VII. Nature Study. A course in Nature Study is given to the Seniors as a preparation for such work in the grades. Through the study of the text-books, lectures and a series of simple experiments, an attempt is made to bring into relation the various departments of science and show how all may be drawn upon in presenting a subject in the grades.

20 weeks; 2 hours per week.

TEXTS.-Hodge: Nature Study and Life.

King: The Soil.

The laboratory is equipped with thirty Bausch & Lomb compound microscopes and all needful apparatus for the courses offered.



MUSIC.

- I. I. Breathing and voice-placing.
 - 2. Exercises in rhythm.
 - 3. Elementary theory.

Major scales.

Intervals of major scales.

Tonic, subdominant and dominant triads.

- 4. Sight singing.
- 5. Simple songs and rounds.

20 weeks; 2 hours per week.

- II. I. Exercises for gaining breath-control.
 - 2. Simple vocal exercises.
 - 3. Elementary theory.

Review of first term.

Minor scales.

Triads of minor scales.

Synopsis of harmony.

- 4. Sight singing, continued.
- 5. Two-part exercises and songs.

20 weeks; 3 hours per week.

- VI. For students in the two-year course a course in music is given which is an abridgment of the work covered in Music I and II.

 20 weeks: 5 hours per week.
- VII. 1. Song studies in phrasing and expression, for the cultivation of musical taste.
 - 2. Methods.

Training of children's voices.

Cultivation of sense of rhythm.

Rote singing

Sight singing.

Choice of songs.

Lessons in musical interpretation.

Elements of conducting.

Sight reading and song singing, continued throughout the term.

20 weeks; 3 hours per week.

Class talks on the hygiene of the voice, musical esthetics, and the history of music, given throughout these courses. Brief studies of the lives and compositions of the great composers.

TEXTS.-Laurel Song Book.

Elementary Song Studies. (F. W. Root.)

Chorus practice 20 minutes a day during entire Normal School course.



DRAWING.

The purpose of this course is (a) to prepare the student to present this subject intelligently in any grade of the public schools; (b) to lead him to see the educational value of drawing and its relation to other subjects in the common-school curriculum.

Equipment.—The department is assigned to a well-lighted room 50 by 50 feet. It is fairly well supplied with reference books, photographs, casts, and objects for still-life study.

OUTLINE OF COURSES.

Four-Year Course.

I. Mass drawing at blackboard. Form study from type solids and common objects in pencil outline, applying principles of perspective.

Clay modeling of type solids, common objects, fruits, etc. Color—using prisms, colored paper, and water colors. Study of plant growth (outline) in connection with nature study. Pose drawings (outline). Paper cutting from foldings. Free cutting for illustration.

20 weeks; 2 hours per week.

II. Chalk modeling in connection with geography work. Silhouette work with brush, studying animals and birds in action. Children's games and plant forms. Light and shade drawings in pencil, of single objects, simple groups of objects, and plant forms. Plant life and still-life groups in water-color.

20 weeks; 2 hours per week.

III. Color used in the nature study. Advanced water-color work. Illustration of children's stories from history, literature, and poems in charcoal, clay, and color. Pen and ink sketching. Outdoor sketching—pencil and color. Design—motifs from nature.

20 weeks; 2 hours per week.

IV. Charcoal sketching from objects, casts, and plant forms. Pencil studies of same. Water-color landscapes. Picture study.

Sloyd work is optional with students of the Normal School.

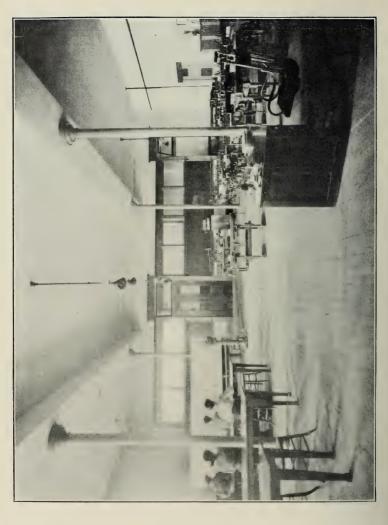
Wood carving-optional.

40 weeks; I hour per week.

VII. Conference periods are divided between Drawing and Manual Training. The student-teacher has opportunity at this time to discuss the exercises suitable for the common schools, and the value of the work, as well as its relation to other school subjects.

Art of different nations. History of art.

20 weeks; 2 hours per week.



Two-Year Course.

V. An abridgment of I and II of four-year course.

VI. An abridgment of III and IV of four-year course.

VII. All students are required to take Drawing VII. The educational value of the subject, and its relation to other subjects, are discussed. Daily work in the Training School affords ample opportunity for the working out of other problems by the student-teachers.

10 weeks; 2 hours per week.

* * *

MANUAL TRAINING.

This course consists of a variety of occupations, which can be successfully carried on in any room without special equipment, and by the regular teacher in any graded or rural school.

OUTLINE OF COURSE.

I. Paper and cardboard sloyd—cover work. Raffia and reed work—wrapping and weaving. Tilo mat work.

20 weeks; 3 hours per week.

II and III. Sewing. Simple stitches and their combinations. Application of these stitches. History of materials used.

Venetian iron work.

In addition to the foregoing work in Manual Training, wood sloyd has been introduced. A new room has been fitted up with eighteen benches equipped with all tools necessary to carry on this work. A progressive order of exercises will be observed in the course. Several models embodying the same principles will be given in each group. The student may elect to make one of the group or design another model embodying the same principles. Before the model is made the student must present a complete working drawing of the same.



PHYSICAL EDUCATION.

The course in Physical Education is based on the Ling, or Swedish, system. All students are required, unless excused, to take the gymnastic drill during the entire course. This serves two purposes: (1) To improve the general health of the student body; (2) To furnish working knowledge for use in the training classes and the schools of the State. The drill consists of formal exercises in which the corrective, educational, and hygienic elements are combined. To this are added gymnastic games and fancy steps. The games afford relaxation, while at the same time they develop skill and the spirit of coöperation. By means of fancy steps, grace, freedom of movement, and poise are gained.

The theory of gymnastics is presented by lectures and informal discussions, together with practice in teaching. This work is closely related to the courses in physiology, anatomy, and hygiene. Especial attention is paid to outdoor sports, such as basket-ball, baseball, rowing, tennis, pudding-ball, volley-ball, and cross-country walking.

Description of Course: 1. Gymnastics: (a) Formal drill; (b) Gymnastic games: (c) Fancy steps.

2. Theory of Gymnastics: (a) Lectures; (b) Training classes.

CATALOGUE OF STUDENTS.

SENIORS.

*Asher, Josephine Marion	San Diego
Barker, Iva Lois	San Diego
Bates, Annabel	
*Bevington, Emily Nayne	Escondido
Black, Lois Mae Edwa	ards, Indiana
Borden, Ella Culver	.Long Beach
de Borra, Mary Alma	San Diego
*Browne, Carol Louise	Chula Vista
*Cartwright, Royden M	San Diego
*Escher, Wiley Emert	San Diego
*Frew, Grace	
*Fulton, Lulu	Sunnyside
Galliher, Emma O'Dessa	San Diego
Graves, Rose Anne	Sutherland
*Green, Hazel Adele	San Diego
Grosvenor, Frances E	. Troy, Ohio
Harris, Kathryn Elizabetl	a_San Diego
Hawley, Olive	Coronado
*Hayes, Harriett	San Diego
*Hayward, Lotta	Escondido
*Hazard, Lucile	San Diego
*Henshilwood, Jessie	San Diego
Jaeger, Helen Louise	San Diego

Jerman, Olive Anna	Ramona
Johnson, Harry Vincent	
*Johnson, Lena	_
Killey, May	
*Knight, Ethel Ione	
La Rue, Gertrude Hay	Chula Vista
Lickert, Anna Helena	Olivenhain
Loveland, Ethel Vivian	Bonsall
*Marshall, Alice	Escondido
Miller, Pearl Anna	San Diego
Niven, Janet Ogilvie	Point Loma
Northrup, Genevieve	
Paine, Aimee	
*Peterson, M. Ernest	San Diego
*Rannells, Emma Kate	Pacific Beach
Seybold, Lucretia P.	
Storme, Achille	
*Tompkins, Violet Mina. Sa	
*Toy, Susan Maude	Santa Maria
Wadsworth, Flora Viola	San Diego
Walker, Antoinette	
Wood, Catherine Mary	
Woods, Hallie Adelaide	San Diego

JUNIOR CLASSES.

Adams, Alice	Encinitas
Adams, Claudia	San Diego
Allan, Alexander	San Diego
Allen, Anna Myrtle	San Diego
Allen, Rhoda Mae	
Ault, Olive	San Diego
Austin, Marie Ione	Escondido
Bailey, Grace	San Diego
Bailey, Mrs Ida Brittin.	San Diego
Baker, Lucy	San Diego
Baldwin, Angelo.	
Ball, Alice M	Iong Beach
Barber, Flora	San Diego
Barker, Lynn W	San Diego
Beidleman, Edgar	Lemon Grove
Beller, Florence Marie	Carlsbad
Beller, Nellie	Carlsbad

ASSES.	
Benton, Ralph	I,a Jolla
Beusch, Lyllian M	Nestor
Bigham, Walter L.	Woodville
Black, Pauline T	San Diego
Boal, Alma	I.a Jolla
Boggeln, Isabel	San Diego
Borden, Olive	El Cajon
Boyd, Miss	San Diego
Burden, Fred DFlat Ro	ock, Michigan
Butler, Belle	
Butler, Charles Ernest	San Diego
Butler, Edwin I	San Diego
Butterfield, Janet	San Diego
Butterfield, Ruth	San Diego
Butts, Julia Louisa	San Diego
Byron, Adele Mabel	Sacramento
Casner, Grace	Ramona

^{*}Graduated before close of year.

JUNIOR CLASSES -Continued.

Casner, Lillie Frances	Ramona
Chetham, Florence	San Diego
Clark, Elam	Dulzura
Clark, Josephine Elizabeth	. Dulzura
Cleary, Sara W	San Diego
Cooley, Mary Louise	San Diego
Cornell, Ashpashti Rorilena	
Cornell, Odyne Omega	San Diego
Cosgrove Bernice	_San Diego
Cowart, IraHere	ford, Texas
Crawford, May	.San Diego
Crosby, Ethel L	San Diego
Crowe, Mizpah Julian	San Diego
Crowe, Wynne Belle	San Diego
Culbertson, Mary A.	Santee
Cummins, Zora G	Bostonia
De Burn, Raynor	San Diego
Devine, Mary	
Diamond Marvin Earl	La Jolla
Dixon, Jessie May	San Diego
Duffy, Charles Chester	San Diego
Dutton, Nellie Edith	
Einer, Emma Caroline	
Eugene, Rosie Alvin	
Field, Alice May	
Field, Estella	
Forster, Senta	
	"San Diego
Foster, Mae EthelEmm	a, Colorado
Foster, Mae EthelEmm	a, Colorado
Foster, Mae EthelEınm Foulke, Mary E	a, Colorado Rialto
Foster, Mae EthelEmm Foulke, Mary E Frazee, Sarah Elizabeth	a, Colorado Rialto Moosa
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Foster, Mae EthelEmm Foulke, Mary E	a, ColoradoRialtoMoosa .San Diego .San Diego .San DiegoDehesaRedlands .San Diego

Hill, Ivy Bell	San Diego
Hinckley, Verna Louraine.	San Diego
Hitz, Bessie	San Diego
Horton, Irma May	Honcut
Ives, Amelia	Pasadena
Janeway, Ada M.	
Johnson, Amy Rosina	
Jones, Armenia	San Diego
Journeay, Alberta	San Diego
Journeay, Constance Ruby.	
Kaidel, Louise Augusta	
Kendall, Nelle B.	Chula Vieta
Kenney, Elsie May	Watsonwille
Kerns, Fred William	Watsonville
Killey, Lillian	
Kilty, Agnes Marie	
Kilty, Margaret Alice	
Kinkead, Katie May	Moosa
Knall, Lillian M	
La Fortune, Mabel	San Diego
Lamb, Delma Emlenton, F	
Laudis, Christie Floyd	
Lawrence, Lena	Los Angeles
Lee, Bernice Mary	
Leppert, Johanna Helena.	Coronado
Lesher, BerthaAbi	lene, Kansas
Livingston, Nellie W.	
Lloyd, Bessie	
Lloyd, Bessie	San Diego
Loop, Marian L.	San Diego San Diego
Loop, Marian LLusk, Harry W.	San Diego San Diego San Diego
Loop, Marian L Lusk, Harry W Lydick, C. Ethel	San Diego San Diego San Diego San Diego
Loop, Marian L. Lusk, Harry W. Lydick, C. Ethel Mabee, Virginia A	San Diego San Diego San Diego San Diego San Diego
Loop, Marian L. Lusk, Harry W. Lydick, C. Ethel Mabee, Virginia A Mahler, Elisebeth	San Diego San Diego San Diego San Diego San Diego San Diego
Loop, Marian L. Lusk, Harry W. Lydick, C. Ethel Mabee, Virginia A Mahler, Elisebeth Marks, Lela F.	San Diego San Diego San Diego San Diego San Diego San Diego Julian
Loop, Marian L. Lusk, Harry W. Lydick, C. Ethel Mabee, Virginia A Mahler, Elisebeth Marks, Lela E Maydole, Arley B.	San Diego San Diego San Diego San Diego San Diego San Diego Julian San Diego
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Loop, Marian L. Lusk, Harry W. Lydick, C. Ethel Mabee, Virginia A Mahler, Elisebeth Marks, Lela F. Maydole, Arley B McCullough, Margaret McKee, Mrs. Helen M Melville, Floy M	San Diego
Loop, Marian I Lusk, Harry W. Lydick, C. Ethel Mabee, Virginia A Mahler, Elisebeth Marks, Lela E Maydole, Arley B McCullough, Margaret McKee, Mrs. Helen M Melville, Floy M. Morris, Maude A.	San Diego San Diego San Diego San Diego San Diego San Diego Julian San Diego San Diego San Diego San Diego Chula Vista
Loop, Marian I Lusk, Harry W. Lydick, C. Ethel Mabee, Virginia A Mahler, Elisebeth Marks, Lela E Maydole, Arley B McCullough, Margaret McKee, Mrs. Helen M Melville, Floy M. Morris, Maude A. Naumann, Laura	San Diego San Diego San Diego San Diego San Diego San Diego Julian San Diego San Diego Chula Vista San Diego
Loop, Marian I Lusk, Harry W. Lydick, C. Ethel Mabee, Virginia A Mahler, Elisebeth Marks, Lela E. Maydole, Arley B. McCullough, Margaret McKee, Mrs. Helen M. Melville, Floy M. Morris, Maude A. Naumann, Laura Nelson, Alice C.	San Diego
Loop, Marian L. Lusk, Harry W. Lydick, C. Ethel Mabee, Virginia A Mahler, Elisebeth Marks, Lela E. Maydole, Arley B. McCullough, Margaret McKee, Mrs. Helen M. Melville, Floy M. Morris, Maude A. Naumann, Laura Nelson, Alice C. Nelson, Maude	San Diego
Loop, Marian L. Lusk, Harry W. Lydick, C. Ethel Mabee, Virginia A Mahler, Elisebeth Marks, Lela F Maydole, Arley B McCullough, Margaret McKee, Mrs. Helen M Melville, Floy M Morris, Maude A Naumann, Laura Nelson, Alice C Nelson, Maude Niven, Margaret O	San Diego Chula Vista San Diego San Diego San Diego
Loop, Marian L. Lusk, Harry W. Lydick, C. Ethel Mabee, Virginia A Mahler, Elisebeth Marks, Lela F. Maydole, Arley B. McCullough, Margaret McKee, Mrs. Helen M. Morris, Maude A. Naumann, Laura Nelson, Alice C. Nelson, Maude Niven, Margaret O. O'Connell, M. Grace	San Diego San Diego San Diego San Diego San Diego San Diego Julian San Diego San Diego San Diego San Diego San Diego Chula Vista San Diego San Diego San Diego San Diego Chula Vista San Diego Diego San Diego San Diego
Loop, Marian I Lusk, Harry W. Lydick, C. Ethel Mabee, Virginia A Mahler, Elisebeth Marks, Lela E Maydole, Arley B McCullough, Margaret McKee, Mrs. Helen M Melville, Floy M. Morris, Maude A. Naumann, Laura Nelson, Alice C. Nelson, Maude Niven, Margaret O. O'Connell, M. Grace Overing, Sadie V.	San Diego Chula Vista San Diego
Loop, Marian I Lusk, Harry W. Lydick, C. Ethel. Mabee, Virginia A. Mahler, Elisebeth. Marks, Lela E. Maydole, Arley B. McCullough, Margaret. McKee, Mrs. Helen M. Melville, Floy M. Morris, Maude A. Naumann, Laura. Nelson, Alice C. Nelson, Maude. Niven, Margaret O. O'Connell, M. Grace Overing, Sadie V. Paine, Olive Prue	San Diego
Loop, Marian I Lusk, Harry W. Lydick, C. Ethel Mabee, Virginia A Mahler, Elisebeth Marks, Lela E Maydole, Arley B McCullough, Margaret McKee, Mrs. Helen M Melville, Floy M. Morris, Maude A. Naumann, Laura Nelson, Alice C. Nelson, Maude Niven, Margaret O. O'Connell, M. Grace Overing, Sadie V.	San Diego
Loop, Marian L. Lusk, Harry W. Lydick, C. Ethel Mabee, Virginia A Mahler, Elisebeth Marks, Lela F. Maydole, Arley B. McCullough, Margaret McKee, Mrs. Helen M. Melville, Floy M. Morris, Maude A. Naumann, Laura Nelson, Alice C. Nelson, Maude Niven, Margaret O. O'Connell, M. Grace Overing, Sadie V. Paine, Olive Prue Parrish, Ella May Peirce, Norma V.	San DiegoSan Diego
Loop, Marian I Lusk, Harry W. Lydick, C. Ethel Mabee, Virginia A Mahler, Elisebeth Marks, Lela F. Maydole, Arley B. McCullough, Margaret McKee, Mrs. Helen M. Morris, Maude A. Naumann, Laura Nelson, Alice C. Nelson, Maude Niven, Margaret O. O'Connell, M. Grace Overing, Sadie V. Paine, Olive Prue Parrish, Ella May Peirce, Norma V. Permin, Laura Charlotte	San Diego
Loop, Marian I Lusk, Harry W. Lydick, C. Ethel Mabee, Virginia A Mahler, Elisebeth Marks, Lela F. Maydole, Arley B. McCullough, Margaret McKee, Mrs. Helen M. Morris, Maude A. Naumann, Laura Nelson, Alice C. Nelson, Maude Niven, Margaret O. O'Connell, M. Grace Overing, Sadie V. Paine, Olive Prue Parrish, Ella May Peirce, Norma V. Permin, Laura Charlotte	San Diego
Loop, Marian I Lusk, Harry W. Lydick, C. Ethel. Mabee, Virginia A. Mahler, Elisebeth. Marks, Lela E. Maydole, Arley B. McCullough, Margaret. McKee, Mrs. Helen M. Melville, Floy M. Morris, Maude A. Naumann, Laura. Nelson, Alice C. Nelson, Maice C. Nelson, Maude. Niven, Margaret O. O'Connell, M. Grace Overing, Sadie V. Paine, Olive Prue Parrish, Ella May. Peirce, Norma V. Permin, Laura Charlotte. Powell, Etta.	San Diego
Loop, Marian I Lusk, Harry W. Lydick, C. Ethel Mabee, Virginia A Mahler, Elisebeth Marks, Lela F. Maydole, Arley B. McCullough, Margaret McKee, Mrs. Helen M. Morris, Maude A. Naumann, Laura Nelson, Alice C. Nelson, Maude Niven, Margaret O. O'Connell, M. Grace Overing, Sadie V. Paine, Olive Prue Parrish, Ella May Peirce, Norma V. Permin, Laura Charlotte	San DiegoSan Diego

JUNIOR CLASSES-Continued.

Reed, Vida BeatriceSan Diego
Reeves, Maude Estelle - San Bernardino
Richards, Mabel HarrietSan Diego
Richey, Florence IdaSan Marcos
Ricker, Erma WSan Diego
Reidy, Mabel MSan Diego
Robbins, Clara S San Diego
Rockoff, Clara JSan Bernardino
Rodgers, Helena BLa Mesa
Sleicher, Mrs Maud San Diego
Schulenburg, Hazel San Diego
Schultz, HuldaAlpine
Schussler, FredaNestor
Schwartz, Clara E. Dallas City, Illinois
Scott, Helen Hasseltine National City
Sharbrough, Annie GraceSan Diego
Sharp, Walter M Otay
Shaul, Adalind Coronado Beach
Shaw, Constance Muriel. N. San Diego
Shaw, StellaBanner
Sinks, Helen San Diego
Smith, Chester Charles Effingham, Ill.
Smith, Florence JessiaSan Diego
Smith, Orrin E Nevada City
Somers, Olive CSantee
Spears, EmmaSan Diego
Spencer, Virginia CNestor
Stancer, Lew E Los Angeles
Stephens, Mabel ClaireExeter
Stoker, Marie LouiseSan Diego
Stork, LillieSan Diego

Sullivan, Grace Frances	San Diego
Tarwater, Urban	
Thode, MyrtlePhœr	ix, Arizona
Tompkins, Mable Rosa_San	Bernardino
Tracy, Cora M.	Fallbrook
Wadsworth, Luna Olive	San Diego
Warriner, Harry H.	San Diego
Watkins, Eugenia	San Diego
Watkins, Roy S.	
Waugh, Effie D	San Diego
Weatherford, Zoe	San Diego
Webster, Alice E.	Julian
Weed, Amy	Nestor
Weseloh, Grace	Sunnyside
West, Louie C.	
White, Mary Luella	_San Diego
Wight, Clayton J.	San Diego
Wilder, Ella M.	San Diego
Wilkes, Josephine F.	
Wilkes, Mrs. Laura E.	Santa Ana
Winter, Leda Caroline	San Diego
Wood, Mrs. Gertrude A	. San Diego
Woods, Alice V	_San Diego
Woods, Clara Mae	
Woolson, Marguerite	_San Diego
Yager, Ursula A.	San Diego
Yates, Nell	_San Diego
Young, Edna F	La Mesa
Young, Jean O	
Ziegler, Leslie G	
Zschoegner, Rebekah May	

ENROLLMENT.

Seniors	. 46	
Junior Classes	200	
	-	246
Training School		186
Total enrollment		432

GRADUATES.

1899-1900.

Baker, Grace Amelia	Sorrento
Ball, Margaret	Coronado
Bass, Melissa Lee	San Diego
Clark, Anna	National City
Crosby, Fred A	San Diego
Cuff, Maud Anna	San Diego
Faddis, Miriam S.	Otay
Flinn, Julia	Descanso
Greene, Katherine F	San Diego
Gregg, Elsie	San Diego
Hale, Martha	San Diego
Hayes, Caroline	San Diego
Irwin, Kate E.	San Diego
Kidwell, Nellie Casandra	National City

Ladd, Ida Margaret	_Westminster
Maxfield, Clara Emele	Jamu
Neely, Robert H.	Monrovia
Philips, Edith Carr	San Diego
Shaw, Sophie E.	Long Beach
Skinner Edna May	San Diego
Stanton, Eleanor Louise.	San Diego
Stevens, Roxana Hunting	ton
	National City
Warren, William M	Glendale
Webster, Mary Helen	National City
Williams, Hallie M	San Diego
Willis, Minnie Todd	San Diego
Total	26

1900-1901.

Bisbee, Henrietta Lyman	San Diego
Curtis, Florence Risley	San Diego
Griffith, Ethel L.	El Cajon
Hatch, Elfreda N.	Escondido
Head, Flora Sinclair	Santa Ana
Horrall, Annie	Julian
Johnson, Myrtle E.	National City
Judson, Ethel B.	Bostonia
Justice, Viola	Richland
Laughlin, Stewart	Inglewood
Lindsey, Lawrence	Los Angeles
Lynn, Frank J.	Los Angeles
Meredith, Ethel A	San Diego

Milliron, Thyra Lucile.	San Diego
Oden, Helen R	San Diego
Padrick, Daisy	San Diego
Parker, Blanche Adele	San Diego
Simons, A. Beatrice	Los Angeles
Stetson, Ethel Mary	San Diego
Van Fleet, Nora	Escondido
Wertz, Ira W	Santa Ana
Wile, Evelyn	San Diego
Wood, Elizabeth A.	San Diego
Wood, Maud E	Pasadena
Wood, Orville V	Compton
Total	25

1901-1902.

Balch, Emma Louise	Coronado
Banks, Belle	Los Angeles
Bigham, Leonard O.	Woodville
Butler, Elizabeth Olive	San Diego
Butler, Jessie	Downey
Campbell, Myrtle	Riverside
Christian, Lena Helen	Norwalk
Cleave, Ada Belle	Escondido
Cochran, Mantie	Escondido
Coop, Marion I.	San Diego

Elder, Olive	San Diego
Evans, Adelaide	San Diego
Fanning, William Emerso	on
	Iolanthe, Mo
Fenton, Laura E	Coronado
Field, Emma Dougherty.	San Diego
Frederick, Benita	San Diego
Fuquay, Lourien Emily	San Diego
George, Florence E	Nestor
Gray, Ellen	San Diego

1901-1902-Continued.

Harrison, Anna LauraSan Diego
Hildreth, BirdSan Diego
Jennings, Jane OrrellSan Diego
Johnston, Lucy Katherine Pacific Beach
Kerns, Edith PageLos Angeles
Lesem, Lily San Diego
Merritt, Daisy MargaretSanta Maria
Merritt, Ida DorothySanta Maria
Mulvey, Frances KathrynSan Diego
Murray, LoisNational City
Paden, Agnes MSan Diego
Paine, EthelJulian
Patterson, RuthSan Diego
Price, Gertrude RSanta Ana
Roberts, Charles RoySan Diego

Pembroke, Ont., Canada
Waters, Flora La Jolla
Watkins, Ena Marie San Diego
Wisler, Emma Comstock San Diego
Wright, William Sherman San Diego
Total 47

Lockyer, Annie Edith San Diego Mack, Flora Adele San Diego Martin, Belle Oceanside Mayes, Maude Elliott San Diego

1902-1903.

Beckler, Mary Celia	
Beer, Virginia Esther	San Diego
Bostwick, Edith	San Diego
Brown, Alice Henrietta	
Brown, Ida Alice	National City
Burch, Hattie Maria	
Butler, Julia	
Carson, Verna B	
Casner, Effie	Ballena
Chase, Mrs. Della Hill	
Christensen, Nellie	
Cogswell, Mary Goddard.	
Davidson, Elsie A.	
Dill, Alice Louise	_
Drewisch, Josephine	
Ellis, Anna Christine	
Evans, Cora Mae	
Faddis, Prudence P.	
Fraser, Ella Harriett	
Gillis, Bertha Amelia	
Gillmore, Jessie	
Gillmore, Mary	
Goss, Helen Harritt, Luella Frances	
Holmes, Olive Mary	
Hornbuckle, Seykora	
Hudson, Kathryn B.	
Jennings, Belle	
Johnson, Jessie Mabel	
Johnson, Marjorie May	
Keene, Abbie M.	
Light, Adda A.	Nellie
	Total

McAlmond, Alice T..... Potrero McConville, Genevieve Katherine San Diego McFadden, Flora..... San Diego McGuire, Doretha San Diego McRae, GertrudeNestor Merritt, Pauline _____Santa Maria Mott, Iva MaudeSan Diego O'Bannon, Mary Bowie San Diego Pitman, Dorothy National City Rawicz, Jeannette____San Bernardino Rawson, James P. Hemet Read, Harriet Cordelia.....San Diego Rowlee, DollieButton Willow Scott, Martha Marie National City Sykes, ElsieBernardo Somers, Susie Myrtle Escondido Stockton, OraSan Diego Stork, Bertha.....San Diego Stover, Roy B......San Diego

Sturges, Vera La Rue San Diego
Tollan, Inez San Diego
Wackermann, Theodora San Luis Rey
Wallian, Carlotta J. San Diego
Wescott, Laura San Diego
Winnek, Ruth V. San Diego
Woods, Margaret Louise San Diego
You, Jennie G. San Diego

Total 63

1903-1904.

Anderson, Ethel V San Diego	Martin, Emily AmeliaFallbrook
Anderson, Janet Webster . National City	Maxfield, George HJamul
Austin, Evangeline CSan Diego	Merritt, LauraSanta Maria
Bigham, Charles E Woodville	Munger, Bessie AureliaSan Diego
Carpenter, Margaret EOroville	Naylor, Blanche Holton, Kansas
Cathcart, Lillian Agnes Pasadena	Nugent. Effie Danforth Oceanside
Clendenon, MyrtleSan Diego	Odale, Alice LLemoore
Dodge, M Ethyl San Diego	Paden, William Guy Berkeley
Drew, Gladys Nestor	Pease, Willda BellSan Diego
Evans, Martha Belle San Diego	Reinhard, Charles J Los Angeles
Fardelius, Mabel JSan Diego	Richardson, Ida MaeSan Diego
Flyte, Ethna Elizabeth, Jerry City, Ore.	Rolfe, InaSan Bernardino
Gaskill, ErmaCampo	Rood, Vernon Van VoorheesSan Diego
Graham, Mabel	Sharp Robert GOtay
Hack, Helen V Michigan City, Ind.	Teggart, Sarah MarionSan Diego
Harlin, MadgeRiverside	Tollan, Myra C San Diego
Johnson, Ethel G San Diego	Waite, Elizabeth Grace Moreno
Journeay, GertrudeSan Diego	Ward, LolaSan Diego
Kerr, Mabel VirginiaSan Diego	Washburn, Helen Gertrude Hanford
Laughlin, GraceInglewood	Weight, Ethel IsabelSan Diego
Lee, Nettie HSantee	Wilcox, Josie Cornelia Banner
Libby, Cora R San Luis Rey	Winters, Maude Mabel Santa Maria
Lindsey, Nora VLos Angeles	Total 45

1904-1905.

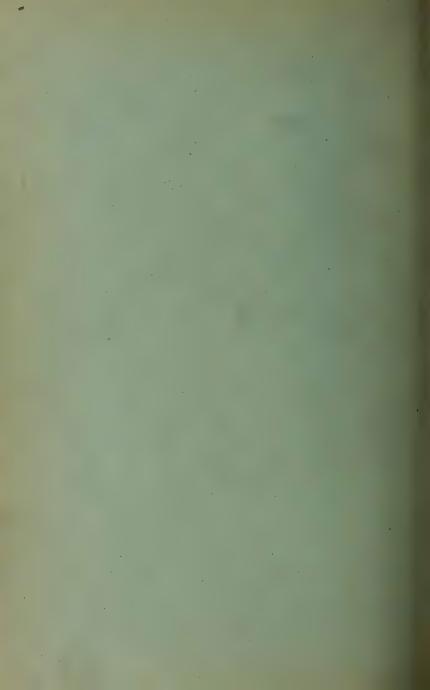
Asher, Josephine Marion	San Diego
Barker, Iva Lois	San Diego
Bates, Annabel	San Diego
Bevington, Emily Nayne	
Black, Lois M Edwa	
Borden, Ella Culver	
de Borra, Mary Alma	
Browne, Carol Louise	
Cartwright, Royden M	
Escher, Wiley Emert	
-	_
Frew, Grace	Point Loma
Fulton, Lulu	Sunnyside
Galliher, Emma O'Dessa	San Diego
Graves, Rose Anne	Sutherland
Green, Hazel Adele	San Diego
Grosvenor, Frances E	
Harris, Kathryn E.	San Diego
Hawley, Olive L.	Coronado
Hayes, Harriett	San Diego
Hayward, Lotta	Escondido
Hazard, Lucile	
Henshilwood, Jessie	
	m

Jaeger, Helen Louise San Diego Jerman, OliveRamona Johnson, Harry Vincent San Diego Johnson, Lena San Diego Killey, May Adelaide San Diego Knight, Ethel IoneCovina La Rue, Gertrude H. Chula Vista Lickert, LenaOlivenhain Loveland, Ethel V.Bonsall Marshall, Alice Escondido Niven, Janet Ogilvie Point Loma Northrup, GenevieveSan Diego Paine, Aimee San Diego Peterson, M. Ernest San Diego Rannells, Emma Kate Pacific Beach Storme, Frank Achilles ... San Diego Tompkins, Violet M. _San Bernardino Toy, Susan Maude Santa Maria Wadsworth, Flora Viola San Diego Walker, Antoinette Santa Rosa Wood, Catharine M. Escondido Woods, Hallie Adelaide San Diego

ANTINE IN M

UNIVERSITY OF PLLINCIS

PRESIDENT'S OFFICE



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CATALOGUE FOR 1905-06 AND CIRCULAR OF INFORMATION FOR 1906-07



STATE NORMAL SCHOOL SAN DIEGO, CALIFORNIA

FIRST TERM BEGINS SEPTEMBER 4, 1906 SECOND TERM BEGINS

FEBRUARY 5, 1907



STATE NORMAL SCHOOL

OF

SAN DIEGO, CALIFORNIA

CIRCULAR OF INFORMATION

AND

ANNOUNCEMENTS

FOR 1906-1907

CATALOGUE FOR 1905-1906

SACRAMENTO

W. W. SHANNON

SUPT. STATE PRINTING

1906



STATE NORMAL SCHOOL OF SAN DIEGO-MAIN BUILDING,

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REQUIREMENTS FOR ADMISSION TO THE REGULAR NORMAL SCHOOL COURSE	
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CALENDAR FOR 1906-1907.

FIRST TERM-1906.

Entrance examinations and)		
Admission on credentials,	}	-	Tuesday, September 4
Training School opens,			
Registration	-		- Wednesday, September 5
Term opens	-	-	Thursday, September 6
Thanksgiving recess	-	-	- November 29—December 1
Holiday recess	-	-	December 21—January 7, 1907
Term closes	-	-	February 1, 1907

SECOND TERM-1907.

Entrance examinations and	l	_	_	_	Monday, February 4		
Admission on credentials,	}				inoliday, Tebruary 4		
Term opens	٠. ـ	-	-	· -	Tuesday, February 5		
Spring recess	-	-	-	-	April 13-21		
Dedication day	\ <u>-</u>	-	-	-	Wednesday, May 1		
Commencement	-	-	-	-	- Thursday, June 27		

BOARD OF TRUSTEES.

HON. GEORGE C. PARD		Ex Off			-	-	-	Governor
HON. THOMAS J. KIRK,		Su Ex Off		tend	ent o	of Pu	blic :	Instruction
DR. R. M. POWERS,	-	- `		-	-	-		San Diego
ISIDORE B. DOCKWEIL	ER,	-	-	-	-	-	- L	os Angeles
HON. M. L. WARD,								
GEORGE W. MARSTON,								
CHARLES C. CHAPMAN,	,	-	-	-	-	-	-	Fullerton
OFFIC	ERS	OF	THE	BOA	ARD.			
HON. M. L. WARD,	-	-	-	-	-	-	-	President
GEORGE W. MARSTON,		- 1	-	-	-	-	Vic	e-President
FRED. W. PARRISH,			-	-	-		-	Secretary

EXECUTIVE COMMITTEE.

HON. M. L. WARD, DR. R. M. POWERS,

GEORGE W. MARSTON.

LIBRARY AND STUDY ROOM.

FACULTY, 1905-1906.

SAMUEL T. BLACK, PRESIDENT, - - School Administration.

Pupil Teachers' Course, British Schools,

Teacher in rural schools of California, 1868–1870; Principal town and city schools, 1870–1889: admitted an attorney and counsellor-at-law in the Supreme Court of California, 1879; Principal Ventura High School, 1889–1891; County Superintendent Ventura County, 1891–1895; State Superintendent of Public Instruction, 1895–1898. (Appointed September, 1898.)

EMMA F. WAY, PRECEPTRESS, - - Mathematics and Reading. Grand River Institute. Ohio.

Principal Grammar School, Liberty, Ohio, 1876–1877; Preceptress Grand River Institute, 1877–1878; Instructor in Mathematics, Warren High School, Ohio, 1880–1886; student Oberlin and University of California, 1886–1887, Principal Southwest Institute, San Diego, 1887–1899. (Appointed October, 1898.)

ALICE EDWARDS PRATT, REGISTRAR, - - - English.

Ph.B., Univ. Cal; Ph D., Chicago.

Assistant Principal, Santa Rosa Seminary, 1883–1892; graduate student and Fellow, University of Chicago, 1892–1897; Critic in English, Vassar College, 1897–1898 (Appointed October, 1898.)

EDITH McLEOD, - Principal Training School and Supervising Teacher Grammar Grades.

State Normal School, Mass; Graduate Teachers' College, Columbia.

Teacher grammar schools of Massachusetts, Wyoming, and California, 1871–1890; Principal of City Grammar School, San Diego, 1890–1899. (Appointed July, 1899.)

ELISABETH ROGERS, - - Supervising Teacher Primary Grades.

State Normal School, Albany, N. Y.

Principal primary department training school State Normal School, Chico, California, 1890–1900. (Appointed July, 1900.)

J. F. WEST, - - - - - Mathematics.

A.B., Stanford; Graduate Student, Harvard.

Teacher rural schools of Illinois, 1885–1888; Principal Compton schools, California, 1888–1893; Principal Paso Robles High School, 1893–1896. (Appointed July, 1900.)

W. F. BLISS, - - - - - History and Civics.

B.S., Mount Union; B.L., Univ. Cal.

Teacher and principal rural and village schools, Pennsylvania and Ohio, 1878–1884; Vice-Principal Beaver High School, Pennsylvania, 1886–1889; Superintendent city schools, Rochester, Pa., 1889–1891; Supervising Principal, Colton, Cal., 1892–1898; Vice-Principal and Instructor in History, High School, Santa Barbara, Cal, 1899–1900. (Appointed September, 1900.)

W. T. SKILLING, - - - - - - Physical Sciences.

State Normal School, Los Angeles, Cal.; M S., Univ. Cal.

Teacher in public schools, Los Angeles, Cal, several years; Assistant in Physics, University of California, 1899-1901. (Appointed September, 1901.)

*F. E. THOMPSON, DIRECTOR OF TRAINING SCHOOL, - Education. A.B., Stanford.

Graduate student and Assistant in Education, Stanford University, 1901–1902; Instructor in Education, State Normal School, San Francisco, Cal., 1902–1903. (Appointed July, 1903.)

*EDITH MILLS. - - - - - - Music.

Special Preparation at Shurtleff College, Ill.; Alton Conservatory of Music, Ill.; three years of private instruction.

Teacher in Kindergarten, San Diego, 1898-1900; private teaching in San Diego, 1900-1903. (Appointed October, 1903.)

ANNA H. BILLINGS, - - - - - - English.

B.L., Smith College; Ph.D., Yale University.

Instructor, Smith Academy, Mass., 1881–1887; Instructor in English, University of Southern California, 1892–1894; Instructor, Latin and German, High School, Riverside, Cal., 1894–1895; Instructor in English, High School, Redlands, Cal., 1898–1899; Instructor in English and German, High School, Long Beach, Cal., 1902–1903; Substitute in English, State Normal School, San Diego, Cal., 1904–1905. (Appointed July 1905.)

JESSIE RAND TANNER, - - - Physical Education.

Graduate Boston Normal School of Gymnastics.

Substitute, High School, Fort Plain, N. Y., 1897–1899; student, Syracuse University, 1899–1900; tutor, Brookline, Mass., 1901–1902. (Appointed July, 1904.)

HARRIET H. GODFREY, - - - English and History.

B. L., Univ. Cal.

Instructor in English, San Diego High School, 1895–1898; Instructor in English and History, Alameda County Union High School, Centerville, 1899-1901; Instructor in English, San Diego High School, 1901–1905. (Appointed July, 1905.)

EMILY O. LAMB, - - - Drawing, Manual Training.

State Normal School, Brockport, N. Y.; Normal Art Course, Pratt Institute, N. Y.

Substitute in Drawing, State Normal School, Brockport, N Y., 1894–1895; Departmental Drawing, grade schools, Newton, N. J., 1896–1897; Department of Drawing, Cumberland Valley State Normal School, Pa., 1897–1899; Supervisor of Drawing in grade schools and High School, Santa Barbara, Cal., 1900–1904, (Appointed July, 1905.)

W. C. CRANDALL, - - - - Biologicat Sciences.

A. B., Stanford.

Instructor in Science, Ogden High School, Utah, 1899–1904; Instructor in Science, Kern County High School, 1904–1905. (Appointed July, 1905.)

MRS. LYDIA M. HORTON, - - - - - - Librarian.

FRED. W. PARRISH, - - - Stenographer and Typewriter.

JOHN D. JOHNSTON, - - - - - - Janitor.

F. G. MELLUS, - - - - - Night Watchman.

HENRY HAYLER, - - - - - Gardener.

^{*}Resigned at close of year.

REGULAR NORMAL SCHOOL COURSE.

JUNIOR YEAR.								
FIRST TERM. SECOND TERM.								
Grammar and Reading	20	5	Physiology	20	. 5			
Education	20	5	Education	20	5			
*Zoölogy	20	5	Arithmetic	20	5			
*Geography	20	5	Drawing and Manual Training	20	3			
Manual Training and Drawing.	20	2	Music	20	3			
Physical Education	20	2	Physical Education	20	2			
	SEN	IOR	YEAR.					
FIRST TERM.			SECOND TERM.					
*Civics and Economics	20	3	Education	20	5			
History of Literature	20	5	English in the Grades, with Teaching	10	IO			
Education	20	5	History and Civics, with Teaching	10	10			
Primary Language and Number, with Teaching	10	10	Grammar Grade Language and Arithmetic, with Teaching	10	10			
Music, Drawing, and Manual Training, with Teaching	10	10	Nature Study and Geography, with Teaching	10	10			

^{*}Not required if satisfactorily finished in an accredited secondary school.

Twenty minutes chorus work daily throughout the entire course.

The number in the first column refers to the number of weeks; in the second column, to the number of hours per week.

Physical Training, including out-of-door sports, two hours per week. Optional during Senior year.

REQUIREMENTS FOR ADMISSION TO THE REGU-LAR NORMAL SCHOOL COURSE.

- r. Graduates of accredited secondary schools, properly recommended to the University of California.
- 2. Graduates of secondary schools outside of California, provided their credentials are the equivalent of recommended graduation from a California secondary school.
- 3. Applicants partially recommended may be admitted conditioned upon making up deficiencies, either by examination or by class work, at the option of the department concerned.
- 4. Applicants presenting credentials from institutions of the college grade will be assigned to such advanced standing as, in the judgment of the Committee on Advanced Standing, their credentials may entitle them, provided all such students will be required to spend at least one year in attendance at the Normal School.

*Graduates of non-accredited high schools and undergraduates of secondary schools will be admitted to the Normal School and assigned to such standing in the Four-Year Course as may be determined by the Faculty.

Candidates for admission must be at least sixteen years of age, of good moral character, and physically healthy.

All applicants for admission must sign the following declaration:

I hereby declare that my purpose in seeking admission to the State Normal School of San Diego is to fit myself for teaching, and that I intend to teach in the public schools of California, or of the State or Territory in which I may reside.

GRAMMAR SCHOOL TEACHERS.

Experienced teachers holding grammar school certificates may be admitted to the regular Two-Year Course, or they may be admitted to a special course covering not less than two years, depending on their preparation and experience.

*This will be in effect until the present Four-Year Course has been superseded.

FOUR-YEAR COURSE.

For Students Entering from the Ninth Grade.

Each group represents one half-year's work.

GROUP I.			GROUP II.		
Poetry and Myths	20	5	Drama and Novel	20	5
Algebra	20	5	Algebra	20	5
Botany	20	5	Chemistry	20	7
Drawing and Manual Training.	20	3	Drawing and Manual Training.	20	2
Music	20	2	Music	20	3
Physical Education	20	2	Physical Education	20	2
GROUP III.			GROUP IV.		
Exposition, etc.	20	5	Essay and Argumentation	20	5
Geometry	20	5	Geometry	20	5
Ancient History	20	5	English History	20	5
Physics	20	5	Physics	20	5
Physical Education	20	2	Physical Education	20	2
GROUP V.			GROUP VI.		
Grammar and Reading	20	5	Physiology	20	5
Education	20	5	American History	20	5
Zoölogy	20	5	Education	20	5
Geography	20	5	Arithmetic	20	5
Physical Education	20	2	Physical Education	20	2
GROUP VII.			GROUP VIII.		
Civics and Economics	20	3	Education	20	5
History of Literature	20	5	English in the Grades, with Teaching.	10	10
Education	20	5	History and Civics, with Teaching	10	10
Primary Language and Number, with Teaching	10	10	Grammar Grade Language and Arithmetic, with Teaching.	. 10	10
Music, Drawing, and Manual Training, with Teaching	10	10	Nature Study and Geography, with Teaching	10	10

Twenty minutes' chorus work daily throughout the entire course. The number in the first column refers to the number of weeks; in the second column, to the number of hours per week.

Physical Training, including out-of-door sports, two hours per week. Optional during Senior year.

No students will be admitted to the four-year course after July I, 1906, unless they are fitted to enter classes already established. The subjects in group I will not be offered this year. Two groups will be dropped each year until the entire course disappears.

ACADEMIC-PREPARATORY COURSE.

For Recommended Graduates of Grammar Schools.

FIRST YEAR. Physiography-Botany..... 20—5

English 20—5 Ancient History 20—5

First Term-

Music	20—2
Drawing and Manual Training	. 20—3
Physical Education	20—2
econd Term—	
Physiography-Botany	20—5
English	
Ancient History	
Music	20-3

Courses for succeeding years will be announced in due time.

Students who finish the academic-preparatory course satisfactorily will be admitted to the regular normal school course.

Drawing and Manual Training 20-2 Physical Education..... 20—2

AIM OF THE SCHOOL.

The main purpose of a Normal School is to prepare suitable persons to teach in the public schools of the State. No one unsuited by either natural inclination, ill health, or physical disability, should apply for admission.

The Normal School course demands of all who enter upon it adequate preparation, native ability, and a willingness to study. Prompt and regular attendance at the daily recitations, satisfactory preparation of assigned lessons, and good health will insure creditable records in the various lines of study and instruction.

The curriculum here presented is divided into groups of subjects, each representing a term, or half-year's work. Any attempt to carry more than the specified work of a group or its equivalent is a mistake; it nearly always results in one or more failures, and is, consequently, a loss rather than a gain in time.

* * *

RECOMMENDATIONS.

All candidates for admission must present one or two letters of recommendation from responsible people—former teachers, where possible. Applicants from other Normal Schools, or schools of equivalent grade, must file with the Registrar honorable dismissal certificates, signed by the proper authorities of the schools or colleges last attended by said applicants. Each honorable dismissal certificate should state the educational record of the applicant.

* * *

EXPENSES.

Students are required to furnish their own text-books. Tuition is free in all departments.

Rooms and board may be had at very reasonable rates. Students from abroad must consult the Preceptress of the school before securing boarding-places. Letters of inquiry may be addressed to her at the Normal School, where she may be found one week before the opening of the school.

RULES GOVERNING LEAVE OF ABSENCE AND WITHDRAWALS.

1. Students desiring leave of absence for one day only shall make oral application to the Preceptress.

2. Students desiring leave of absence for more than one day shall make their request in writing, and the petition must specify both the length of time and the reason for which such leave is desired.

This rule will apply also to students who find it impossible to return on the first school day next succeeding any vacation.

3. When any student shall withdraw from the school without giving proper notice to the President, or, in his absence, to the Preceptress, or shall have been continuously absent for two consecutive weeks without satisfactory explanation, the name of such student will be dropped from the roll, and no record of honorable dismissal will be made.

4. Students whose names have been dropped from the roll shall be reinstated only by a vote of a committee of the Faculty, consisting of the President, the Preceptress, and the Registrar.

* * *

CONDITIONS AND FAILURES.

A student conditioned in any subject may arrange with the instructor concerned for such supplementary examinations or study as will make good the deficiency; but such deficiency must be removed by the middle of the succeeding term, otherwise the condition will be considered a failure.

* * *

DEMAND FOR TEACHERS.

The demand for teachers trained in the Normal Schools of California is greater than the supply. Owing to the rapid increase in the population of the State, this demand is growing constantly. Not one of the five Normal Schools in California is able to meet the requests made by school authorities for teachers. There is, too, an increased demand for men teachers in the cities and larger towns, where fair salaries are paid.

RIGHTS OF GRADUATES.

The rights and privileges of graduates of California State Normal Schools are defined in Section 1503 of the Political Code, the principal features of which are as follows:

The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue a diploma of graduation to those pupils who worthily complete the full course of study and training prescribed.

Said diploma shall entitle the holder thereof to a grammar school certificate from any County or City and County Board of Education in the State.

Whenever any County or City and County Board of Education shall present to the State Board of Education a recommendation showing that the holder of a Normal School diploma has had a successful experience of two years in the public schools of this State subsequent to the granting of such diploma, the State Board of Education shall grant to the holder thereof a document signed by the President and Secretary of the State Board, showing such fact. The said diploma, accompanied by said document of the State Board attached thereto, shall become a permanent certificate of qualification to teach in any primary or grammar school in the State.

Graduates are admitted to the State University and the Leland Stanford Junior University without examination upon the recommendation of the President of the school.

* * *

PUNCTUALITY.

The only acceptable excuse for absence or tardiness is that of illness or accident. A young person who has acquired the tardy habit should either cure it or give up the idea of teaching.

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GOVERNMENT AND DISCIPLINE.

The success or failure of students to govern themselves will be carefully considered by the Faculty in making up their estimate as to preparation for graduation. The management of the school gives to the students the largest possible measure of individual freedom. Abuse of this liberty will be regarded as a serious defect, and may prove disastrous to an otherwise bright and promising young teacher.

EQUIPMENT.

The library contains nearly six thousand carefully selected volumes, and is supplied with the standard periodicals. The room is bright and cheerful, and is furnished with separate chairs and tables for study purposes.

The physics, chemistry, and biology laboratories are thoroughly

equipped with the most modern apparatus.

The room for drawing and manual training is furnished with eighteen double work benches and all necessary tools. It is a large room, 50 by 50 feet, with a northern exposure, thus insuring a steady light, and is well supplied with reference books, photographs, casts, and objects for still-life study.

The gymnasium, located in the west wing, is a large room, 36 by 74 feet, and 18 feet high. The equipment, intended for the Ling or Swedish system of gymnastics, is entirely new and is ample to meet all the requirements of the courses in physical education.

The entire building is heated throughout by the latest and most approved system of steam heating. The class-rooms are all well lighted and are furnished with special tables and revolving chairs in place of the unhygienic school desks so often seen in older Normal Schools. The corridors are all bright and cheerful, being as thoroughly lighted as the class-rooms. They, too, are connected with the heating system, and are kept as warm and comfortable as the class-rooms.

In the erection of the building, the Board of Trustees took advantage of the ample grounds, and spread it over considerable space instead of running it up three or four stories to the discomfort of students and teachers. A glance at the cut on the first page shows that the building is but two stories in height.

These improvements place the school in line with the best appointed educational institutions in the country.

* * *

ATHLETICS.

The campus, consisting of sixteen and one-half acres, affords ample opportunity for all forms of outdoor games. There are two athletic associations—one made up of young women, in charge of the instructor in physical education, and another consisting of young men, under faculty direction. An athletic field has been laid out on which there are two baseball diamonds, two tennis courts, two basketball courts, two volleyball courts, a running track, and a gridiron for football. Besides

these facilities for physical development, the Faculty and students haveorganized a Normal School rowing association. The association, which is made up of six crews, owns a well-equipped eight-oared barge. Some one of these crews under student officers may be seen daily, outside of regular school hours, rowing on the bay. The superior officers of the association are a commodore and a business manager, chosen from the Faculty.

S S S S CLIMATE.

The climate is peculiarly adapted to all-the-year-round study—the summers being always cool and the winters never cold. The following report explains itself:

U. S. DEPARTMENT OF AGRICULTURE,

WEATHER BUREAU.

SAN DIEGO, CAL, April 13, 1904.

PROFESSOR S. T. BLACK,

President, State Normal School,

San Diego, California.

My DEAR SIR: I have the honor to acknowledge the receipt of your communication of the 12th instant, and take pleasure in appending herewith meteorological data as follows:

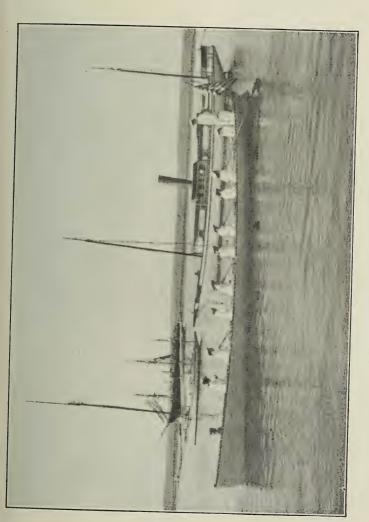
Maximum Temperatures in the Year 1903.

Day.	July.	December.	Day.	July.	December.
I		66°	19	7 . 7.	70°
2		60	20		68
3		63	21		64
4		75	22	72	62
5	. 7I	71	23	73	60
6	. 68	70	24	74	66
7	. 70	70	25	72	74
8	. 7I	64	26	71	73
9	. 7I	64	27	70	74
IO	. 7I	63	28	71	73
II	. 73	60	29	70	71
I2	. 72	64	30		71
13	. 78	62	31	67	63
14	. 7I	67			
15	. 73	72	Highest		75
16	. 7I	66	Lowest ma		60
17	. 68	63	Average d	aily. 71 -	67 –
18	. 69	62			

Very respectfully,

(Signed:) FORD A. CARPENTER,

Observer, Weather Bureau.



A NORMAL SCHOOL ROWING CREW.

SANITATION.

The Secretary of the State Board of Health, in his report to the Board, dated June 30, 1900, on the sanitary conditions of the public buildings of the State, says:

"The Normal School buildings have received your attention. * * * In this connection we feel called upon to make special mention of the State Normal School at San Diego. In the erection of this building more attention has been given to modern sanitary requirements than in any other public building in the State. The structure is so planned that each class-room, recitation-room, and office is equipped with two separate air shafts; the library and assembly-rooms, being larger, have four such shafts. * * * In the toilet rooms the air is drawn downward through the closets and urinals by means of a hot air shaft, with which they are exclusively connected. The system is a perfect success, and absolutely prevents the escape of gases or odors into the toiletrooms. * * * *''

* * *

LOCATION.

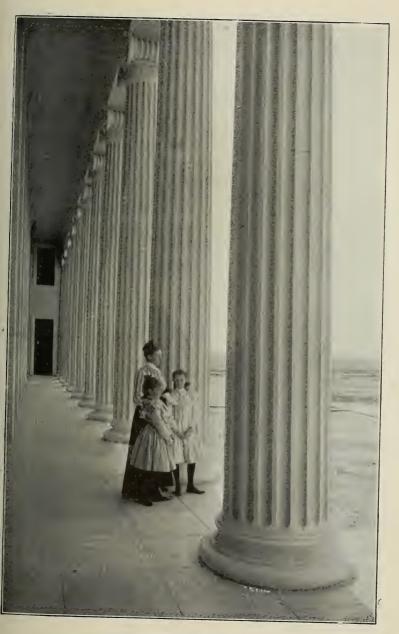
The school is located on University Heights, a mesa three hundred and fifty feet above the waters of the bay. The outlook is beautiful, commanding a view of the city, the matchless bay, Point Loma, the ocean, and the islands of the sea. To the north and east the horizon is broken by mountain chains and rugged peaks.

* * *

TRAINING SCHOOL.

The Training School consists of the regular eight public school grades, wherein the usual elementary branches are taught by approved modern methods. In addition to the regular eight grades there is a ninth grade, which aims to serve the needs of three classes of students: first, those who contemplate entering the Normal School; second, those who must leave school at the close of the ninth year; third, those whose plans for further study are still indefinite.

All teaching in the Training School is closely supervised by members of the Normal School faculty. The classes are small, admitting of much individual instruction. Those pupils who, by reason of some defect, weakness, or other peculiar condition, need special attention, are given such attention, at the same time carrying the regular work of the grade. The general health of the child, his growth, and the condition of his sense organs, especially the eye and ear, are closely watched. Principles of seating, lighting, ventilation, and heating are concretely applied.



SOUTH PORTICO.

BRIEF DESCRIPTION OF THE COURSES.

Note.—The Roman numerals indicate the group or groups to which each subject belongs.

EDUCATION.

Though the aim of the work in "Education" is to make teaching as soon as possible a process in which theory and practice are scarcely to be distinguished, it is considered essential to the mastery of the process that it begin with the aspect called theory. Before engaging in practice the student-teacher should see clearly the end for which practice exists. In keeping with this point of view the broad problem of education is introduced from one to two terms before actual teaching begins. From this point on the two phases run parallel, the theoretical work centering more and more upon specific questions, to the end that the final result may be an enlightened and intelligent practice.

The theoretical aspects are presented in a course extending through eighty weeks of five hours each. Effort is directed toward keeping in the student's mind from the beginning the central problem of education, namely, the taking of the child from where he is toward where he ought to be. To this end the usual method of presenting the theory of education under such heads as "Psychology," "Child Study," "School Hygiene," "Pedagogy," "Methods," and "History of Education" is not followed. Selection is made from all those fields of that material only which is pertinent to the problem, and this material is so organized that the student's knowledge is day by day made fuller along three lines—the nature of the child, the end to which he is to be educated, and the means to be employed in the process. The work throughout consists of lectures, selected readings, reports, papers, and class discussions.

Education V. The course begins with a discussion of the child as a growing organism. The student is introduced to the biological and evolutionary conceptions of the origin of the race, and is accustomed to the fact of growth. In a discussion of the meaning of infancy he is given some conception of the significance of education and is prepared for the next step—a consideration of the factors in growth: heredity and environment. Then follows a study of some special lines of growth

and their control: heighth and weight; movements—instinctive, imitative, voluntary; the nervous system—its structure and functions; the conditions of nervous functioning—exercise and habit, play, fatigue, epochs of growth, etc.; the evolution of the primitive self. This preliminary course concludes with a discussion of the sense organs and the simpler states of consciousness. The aim throughout is to present the child as an organic being, predisposed to grow along lines dictated by physical heredity, but capable of modification by environment. The course leads naturally into the work of the next forty weeks, which treats of "The Growing Mind and the Body of Culture."

20 weeks; 5 hours per week.

Education VI and VII. The second part of the course is given in such a way that two lines of thought run parallel. The one is of the growing mind; the other is of the body of culture. The one line treats of the child, now a psychological person; the other treats of the body of culture as nutrition for this growing mind. Along the first line are discussed from a genetic point of view, the following topics: "the stream of consciousness," what the self is, the self-functioning in the conscious process—perceiving, discriminating, imaging, reasoning, judging, willing; conditions and control of the conscious process—attention, association, memory, interest, apperception; the ideally organized individual—the moral man in whom feeling, intellect, and will symmetrically blend in the higher human emotions and pass into effective action.

The parallel line of thought presupposes academic work in the several branches of study and aims at an examination of these branches as nutrition for the growing mind. Assuming that education is the gradual adjustment of the educable child to the spiritual possessions of the race, it undertakes the study of these possessions, the body of culture, under the following heads: the scientific inheritance, the literary inheritance, the æsthetic inheritance, the institutional inheritance, the religious inheritance. Concerning each of these great traditions certain broad educational questions are raised, such as its primitive origin and the main features of its history; its significance as an expression of the racial and individual consciousness, its emphasis at the present time, etc. A description of the fairly separable directions within the tradition is attempted, with an estimate of each, and the educational value and service of the tradition as a whole are characterized as they have been set forth by their great exponents; e. g., Spencer and Tyndall of the scientific, Arnold and Carlyle of the literary, Ruskin and Morris of the æsthetic. In connection with the "institutional inheritance" a study of the social aspects of education is made under such topics as "the school and the family," "the school and the industrial order," "the school and democracy," "the school and the church." This general survey is followed by an examination of those epochs in history wherein particular traditions significantly affected educational theory and practice. The two lines of thought are reviewed and brought together in a discussion of educational ideals and the aim of education.

40 weeks; 5 hours per week.

Education VIII. (a) The Elementary Curriculum. An attempt is made here to have the student focus the knowledge gained in the professional courses, the academic courses, and in the Training School, upon the problems presented by the elementary school curriculum, to the end of stating for himself governing principles for the selection of subject-matter, its distribution along the grades, and the methods of its presentation. Each subject is therefore examined with a view to determining its appropriate educational service in a well-balanced curriculum.

(b) School Administration. A brief survey of the general features of school administration in the United States, comparing it incidentally with that of the leading European countries; a study in detail of the California system of administration, including the powers and duties of the various school boards and school officers, the collection and distribution of school funds in California, the law for certificating teachers, the constitutional and statutory provisions for ethical, intellectual, scientific, and industrial improvement, etc.

20 weeks; 5 hours per week.

Teaching VIII and VIII. Each student teaches in the Training School during the entire Senior year, one hour per day during the first term and two hours per day during the second. This teaching is preceded by a period of apprenticeship which varies according to individual needs. While an assistant each student is expected to familiarize himself with those items of practice which are fairly common to all teaching, to acquire confidence in his ability to handle a class, and to form the habit of regarding children and subjects from the teaching standpoint. By means of this apprenticeship the student is introduced to the problems of responsible teaching by easy stages and largely by imitations.

In order that each student may practice in all subjects of the elementary curriculum, these subjects are classed into six groups. The teaching in each group is supervised by one or more members of the Normal School faculty. This supervision consists of the directing of the daily teaching by means of lesson plans, model recitations, and individual suggestions, and of instruction in a class composed of all the student-teachers of the group. This class meets daily for the discussion of the practical problems connected with the daily recitation, the material to

be presented, the mental processes involved in thinking and acquiring the subjects, the educational service of the subjects, and the most effective methods of presentation. The several groups are as follows:

(I) Primary Reading, Language, and Number; (2) Grammar Grade, Reading, Language, and Arithmetic; (3) Nature Study, Geography, and Composition; (4) History, Civics, and Composition; (5) Literature, Interpretative Reading, and Composition; (6) Music, Drawing, Manual and Physical Training. Teaching assignments are so made that each student teaches in primary, intermediate, and upper grades. Credit in "Teaching" is given when the requirements for each group have been fully complied with, and when the student is deemed by the supervisors of the several groups a fit and responsible person to be entrusted with the care of a public school.

Education V, VI, VII, and VIII form a continuous series and must be taken in the order indicated. The student begins teaching in the capacity of an assistant during the time he is taking Education VI. While taking Education VII he teaches a class one hour per day, and two hours per day while taking Education VIII. The teaching and the group classes described above occupy 600 periods. In the Senior year three fifths of the work of the first term and all of that of the second term are directly concerned with class-room teaching.

These courses in education continue throughout the junior and senior years.

ENGLISH.

I. (a) The Study of Myths.

(b) **Poetry and Poetics.** An Introduction to the study of English poetry, with especial reference to Milton and the greater lyrists. Interpretative themes. Oral reports on outside readings.

20 weeks; 5 hours per week.

TEXTS.-Bullfinch: Age of Fable,

Palgrave: Golden Treasury of Songs and Lyrics, first series. School edition. (Macmillan.)

II. The Drama and the Novel. A critical study of three or more plays of Shakspere and of two or more standard novels. Written reports on assigned outside reading.

20 weeks; 5 hours per week.

Texts.—Shakspere: Julius Cæsar; Macbeth; Midsummer Night's Dream. (Any clear type edition.)

Hawthorne: The House of Seven Gables

George Eliot: Silas Marner.

Other texts will be added as needed.

III. Exposition. Analytical study of expository prose, with constant writing along descriptive and expository lines.

20 weeks; 5 hours per week.

TEXTS.—Buck and Woodbridge: Expository writing. (Holt.)
Other texts will be added as needed.

IV. (a) Argumentation. An examination of inductive and deductive argument, with especial reference to these forms of reasoning in their connection with the student's natural interests and daily experiences. The texts used in (b), with one or more standard orations, will afford further material for logical analysis.

10 weeks; 5 hours per week.

TEXTS —Buck: Argumentative writing. (Holt.)
Burke: Conciliation with America. (Ginn.)

IV. (b) The Essay. A study of eight or ten essays, literal, critical, and ethical, with the purpose of becoming familiar with great prose-writers and their styles.

10 weeks; 5 hours per week.

Texts from which selections will be made: Macaulay: Essay on Milton.

Carlyle: Essay on Burns

De Quincy: Selections in Little Masterpieces.

Lamb: Essays of Elia, first series.

Bacon: Select Essays. Curtis: Prue and I

Emerson: Essays, first series.

English I-IV will be gradually superseded by English courses provided for in the academic-preparatory course.

- V. (a) Grammar. A review of grammar, based as far as possible upon the text adopted by the State, with especial emphasis upon parsing and sentence structure.
- (b) Reading and Phonics. Phonic work, including articulation drill, and study of English sounds and of the action of the organs in forming them. Practical work in expression: time, pitch, quality, force. Analysis of various type-selections. Discussion of methods to be used in the teaching of reading.

20 weeks; 5 hours per week.

TEXTS.—Grammar, State series.

Clark: How to teach reading.

VII. The History of the English Language and Literature. A study of the evolution of our literature and literary forms, from the Beowulf to the present time. Lectures accompanied by an historical text and the reading of typical literature of the various periods.

20 weeks; 5 hours per week.

TEXTS.—Halleck: History of English Literature. (Am. Book Co.)

George: Chaucer to Arnold. (Macmillan.)

VIII. Methods in English in the Elementary Schools. Discussion of literature suitable for the grades; consideration of methods of presenting reading, language, composition, grammar, and literature in the elementary schools. Written and oral reports on assigned readings.

20 weeks; 5 hours per week.

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HISTORY AND ECONOMICS.*

- III. Ancient History. This course begins with a brief account of the Oriental peoples who contributed directly to European civilization, followed by a more intensive study of Greek and Roman history, and closes with a study of the early middle ages to the death of Charlemagne. It conforms to the recommendations of the Committee of Seven, and is intended to furnish adequate preparation for a study of English history.

 20 weeks: 5 hours per week.
- IV. English History. A comprehensive survey of the development of the English nation from the earliest time to the present, principal stress being laid upon the evolution of English political institutions. Events to the time of Egbert are passed over rapidly, but emphasis is given to Anglo-Saxon customs and institutions. Since this course, or its equivalent, is prerequisite to the study of American history, special attention is given to the origin and application of the principles of civil rights and representation which have become fundamental to the government of the United States. In connection with this course such special topics are considered as will exhibit the relation of English history to important European movements, e. e. development of the Christian Church, the Crusades, Feudalism and Chivalry, the Renaissance, the Reformation, the French Revolution and Napoleonic Period, etc. Throughout, consideration is given chiefly to the social and political development, rather than to wars and personal history of kings and dynasties.

20 weeks; 5 hours per week.

- Texts.—This course is largely research work in the library. No special text-book is used, but each student is expected to possess at least one book approved by the instructor.
- VI. American History. The purpose of this course is to secure tolerably full and accurate knowledge of the narrative history of the discovery and settlement of the American continent and the development of the English colonies and the United States of America, considered under the following heads: I. Geographical knowledge before 1492. 2. Conditions

^{*}The courses in history and economics will be gradually superseded by the history courses in the academic-preparatory course.

that led to the discovery of America. 3. Explorations in the New World. 4. Settlements. 5. Strife between French and English. 6. England's Colonial Policy. 7. The Struggle for Independence. 8. The "Critical Period." 9. Federal Supremacy—The Founding of Nationalism. 10. Republican Supremacy—Sovereignty of the People. 11. "Era of Good Feeling"—Rise of New Issues. 12. National Democracy—Tariff, Internal Improvements, Industrial Revolution. 13. The Jacksonian Epoch — States' Rights, National Finances, Territorial Expansion. 14. Slavery and the Civil War. 15. Reconstruction. 16. Industrial Development—Immigration, Currency, Tariff, Trusts, and Trades-Unions. 17. Reunion and Expansion.

20 weeks; 5 hours per week.

Texts.—This course is largely research work in the library. No special text-book is used, but each student is expected to possess at least one book approved by the instructor.

- VII. Civics and Economics. 1. A thorough study of the fundamental principles and methods of administration of the government of the United States.
 - 2. A brief survey of the industrial development of our country.
- 3. A discussion of the social and economic theories and practices that have been exemplified and interpreted by American institutions.

20 weeks; 3 hours per week.

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MATHEMATICS.

I, II. Algebra. In scope, these courses include all the subjects in algebra that are essential to a thorough understanding of higher arithmetic, elementary geometry, and the elements of physics. Special emphasis is placed upon the fundamental operations; the laws of brackets; the various methods of factoring, including the use of the factor law; the application of factoring to the solution of equations that can be readily resolved into linear factors; common divisors and multiples; binomial theorem for integral exponents; the combining and simplifying of fractions; formation and solution of simple equations with one or more unknown quantities; the theory of exponents, integral and fractional, positive and negative; the calculus of radicals; quadratic equations, both single and simultaneous; the various methods of solving quadratic equations; the solution of all equations that are reducible to the quadratic form; the nature of the roots of the general quadratic equation, and the formation of equations from given roots.

In these courses, the subject-matter is treated as simply as is compatible with mathematical rigor; consequently it may be mastered by

any ordinarily intelligent student with a fair knowledge of grammar school arithmetic. The fundamental ideas and principles are first developed inductively, then the principles are formulated into simple and concise statements, after which the rigorous proof is given. Throughout his course the student is required to acquire facility and accuracy in the manipulation of algebraic expressions as well as to understand the meaning of the various operations he is called upon to perform. He is required to solve, independently, many moderately difficult problems involving both numerical and literal quantities.

40 weeks; 5 hours per week.

TEXT.—Beman and Smith: Academic Algebra.

- III, IV. Geometry. Some of the most important objects aimed at in these courses are to develop the power of clear, concise, and logical reasoning, to cultivate the power of earnest, original investigation, and to incite and stimulate the spirit of inquiry into mathematical truth. To secure these results the student is required:
- (a) To know thoroughly the definitions, axioms, and postulates, and to state them accurately in his own language or in the language of the text.
- (b) To be able to prove every reference cited, going back step by step until the final proof rests upon the primary definitions, postulates, and axioms, both in proving theorems and in solving problems.
- (c) To be able to apply the principles of geometry to practical and numerical examples, to construct his own diagrams readily with ruler and compass, and to give independent solutions, constructions, and demonstrations to a great many original exercises.

To accomplish the above results with the least expenditure of time and energy, the student is expected, before reading the solution or proof given in the text-book, to try to find one for himself, making use of the author's diagram if necessary, and if he succeed his solution is made the basis of class discussion, in which the superior methods of attack are critically compared. Besides the regular daily class work, many oral and written reviews are held, thereby strengthening the previous work.

40 weeks; 5 hours per week.

TEXT.—Beman and Smith: New Plane and Solid Geometry.

VI. Arithmetic. This course is designed to include preparation from the method side as well as a careful review of the more difficult parts, with the aim of bringing out the simplicity and unity of the subject. Following as it does the courses in Algebra and Geometry, it is aimed to give a more comprehensive view of the subject than would be possible

without such preparation. The first part of the course is devoted to Primary Number Work, and the remainder of the term to Advanced Arithmetic.

- (a) Primary Number Work. This part of the course begins with a series of lectures and illustrative lessons on number work for the third and fourth years of the elementary schools, embracing the forty-five combinations and their application to addition and subtraction; development of the multiplication-division table, and its application to multiplication and division; notation and numeration; a few of the simpler tables of weights and measures considered concretely, together with examples in reduction, addition, subtraction, multiplication, and division involving these tables; the development of the fraction, including the decimal to hundredths, accompanied by many very simple examples illustrative of the principles that underlie (nearly) all the operations in common and decimal fractions.
- (b) Advanced Arithmetic. The immediate purpose of this part of the course is threefold, viz., to review and strengthen previous knowledge, to acquire accuracy of computation, and to lead the student to comprehend the true philosophy of arithmetic by a thorough comprehension of its basic principles and the consequent discovery of identities. It too often happens that the work of students in arithmetic is a mere "juggling with numbers" to secure the "answer," and to avoid this, great care is exercised by the department to present the subject in as realistic and tangible form as possible, so that the student may acquire the habit of forming clear and distinct mental pictures of conditions as they exist. Special emphasis is placed upon the importance of thoroughness and accuracy in the fundamental operations.

20 weeks; 5 hours per week.

TEXT.-New State Arithmetic.

32. 32. 32.

PHYSICAL SCIENCES.

II. Chemistry. The course consists of five recitation and lecture periods per week in connection with laboratory work.

The aim of the course is threefold: First, to give students a knowledge of the underlying principles of general inorganic chemistry; second, the application of these principles to the chemistry of every-day life; third, to give sufficient knowledge of organic compounds to enable students to intelligently study physiology.

20 weeks; 5 hours per week.

TEXT.-Newell: Descriptive Chemistry.

III, IV. Physics. The elementary principles of Mechanics, Heat, Magnetism, Electricity, Sound, and Light are made the basis of vigorous and thorough instruction in the class-room, based upon experiments performed by the students in the laboratory. These are, for the most part, quantitative in character and of such a nature as to admit of accurate measurements by the student.

The main object in these courses is to train the student to observe carefully and accurately the phenomena of nature; to draw correct conclusions from his own observations and from the data collected by others; to become acquainted with the most important principles and laws of nature, and to understand how these principles are made use of in mechanics and appliances useful to mankind.

40 weeks; 5 hours per week.

TEXTS.—Carhart and Chute, Elements of Physics.

Nichols, Smith and Turton: Manual of Experimental Physics.

- V. Physical Geography. Realizing that teachers need to know more of a subject than they are required to teach, it is sought in this course to extend the knowledge of the students in those branches of learning which immediately underlie any course in elementary geography. These branches are:
- (I) Astronomy. Here the student is given such a comprehension of the universe as a whole that the relation of the earth to other parts becomes sufficiently clear to be correctly visualized.
- (2) History of the Earth as a Planet. Under this heading La Place's "nebular hypothesis" is discussed and the astronomical theory of theice age is given.
- (3) Historical Geology. Geologic ages and periods are illustrated by a collection of fossils and rocks. Mountain formation is studied, chronologically as far as possible.
- (4) Papers are written and discussed in class covering the development of successive stages in civilization.
- (5) Outdoor work is required on stratification, erosion, cloud study, etc. A visit is made to the local Weather Bureau to study methods in meteorology.
- (6) Special attention is paid to the physiography of North America, with lessons in methods of teaching its political and historical geography.

20 weeks; 5 hours per week.

TEXT.—Dryer: Lessons in Physical Geography.

BIOLOGICAL SCIENCES.

I. **Botany.** An elementary course in Botany is offered, consisting principally of a study of the seed-bearing plants. Attention is given to the structure and functions of the parts of these plants and to the ecology of some of the plants peculiar to this portion of the State.

Such principles of Physics and Chemistry as may be necessary for an understanding of the experimental side of the subject are introduced. In fact, the course may be regarded as an elementary course in general science, in which Botany is the central point from which all departures are made.

20 weeks; 5 hours per week.

The foregoing course is supplanted by a year's course in Physiography-Botany.

V. Zoology. This course is based on the laboratory study of types of the great groups of animals. Certain of these animals will be dissected to make clear the fundamental points of structure. Their habits and physiology, however, receive much attention, in order that this course may form a basis for the succeeding course in human physiology. As much time as possible is spent in a consideration of the historical development of biological thought, with special reference to the theory of evolution. No text is used, but reference is made to the standard works on zoölogy.

20 weeks; 5 hours per week.

VI. **Physiology.** This course consists of a study of the gross anatomy of the human body and of a series of experiments on the functions of the various organs of the body supplemented by lectures and assigned reading of the standard authors.

20 weeks; 5 hours per week.

The laboratory is equipped with thirty Bausch & Lomb compound microscopes and all needful apparatus for the courses offered.

MUSIC.

- I. I. Breathing and voice-placing.
 - 2. Exercises in rhythm.
 - 3. Elementary theory.

Major scales.

Intervals of major scales.

Tonic, subdominant and dominant triads.

- 4. Sight singing.
- 5. Simple songs and sounds.

20 weeks; 2 hours per week.

- II. I. Exercises for gaining breath-control.
 - 2. Simple vocal exercises.
 - 3 Elementary theory.

Review of first term.

Minor scales.

Triads of minor scales.

- Synopsis of harmony.
- 4. Sight singing, continued.5. Two-part exercises and songs.

20 weeks; 3 hours per week.

- VI. For students in the two-year course a course in music is given which is an abridgment of the work covered in Music I and II.

 20 weeks: 5 hours per week.
- VII. 1. Song studies in phrasing and expression, for the cultivation of musical taste.
 - 2. Methods.

Training of children's voices.

Cultivation of sense of rhythm.

Rote singing.

Sight singing.

Choice of songs.

Lessons in musical interpretation.

Elements of conducting.

3. Sight reading and song singing, continued throughout the term.

20 weeks; 3 hours per week.

Class talks on the hygiene of the voice, musical esthetics, and the history of music given throughout these courses. Brief studies of the lives and compositions of the great composers.

TEXTS.-Laurel Song Book.

Elementary Song Studies. (F. W. Root.)

Chorus practice 20 minutes a day during entire Normal School course.
3—SD

DRAWING.

The purpose of this course is (a) to prepare the student to present this subject intelligently in any grade of the public schools; (b) to lead him to see the educational value of drawing and its relation to other subjects in the common-school curriculum.

Equipment.—The department is assigned to a well-lighted room 50 by 50 feet. It is fairly well supplied with reference books, photographs, casts, and objects for still-life study.

OUTLINE OF COURSES.

Four-Year Course.

I. Mass drawing at blackboard. Form study from type solids and common objects in pencil outline, applying principles of perspective.

Clay modeling of type solids, common objects, fruits, etc. Color—using prisms, colored paper, and water colors. Study of plant growth (outline) in connection with nature study. Pose drawings (outline). Paper cutting from foldings. Free cutting for illustration.

20 weeks; 3 hours per week.

II. Chalk modeling in connection with geography work. Silhouette work with brush, studying animals and birds in action. Children's games and plant forms. Light and shade drawings in pencil of single objects, simple groups of objects, and plant forms. Plant life and still-life groups in water-color.

20 weeks; 2 hours per week.

VII. Conference periods are divided between Drawing and Manual Training. The student-teacher has opportunity at this time to discuss the exercises suitable for the common schools, and the value of the work, as well as its relation to other school subjects.

Art of different nations. History of art.

20 weeks; 2 hours per week.

Two-Year Course.

V. An abridgment of I and II of four-year course.

VI. An abridgment of III and IV of four-year course.

VII. All students are required to take Drawing VII. The educational value of the subject, and its relation to other subjects, are discussed. Daily work in the Training School affords ample opportunity for the working out of other problems by the student-teachers.

10 weeks; 2 hours per week.

MANUAL TRAINING.

This course consists of a variety of occupations, which can be successfully carried on in any room without special equipment, and by the regular teacher in any graded or rural school.

OUTLINE OF COURSE.

I. Paper and cardboard sloyd—cover work. Raffia and reed work—wrapping and weaving. Tilo mat work.

20 weeks; 3 hours per week.

II and III. Sewing. Simple stitches and their combinations. Application of these stitches. History of materials used.

Venetian iron work.

In addition to the foregoing work in Manual Training, wood sloyd has been introduced. A new room has been fitted up with eighteen benches equipped with all tools necessary to carry on this work. A progressive order of exercises will be observed in the course. Several models embodying the same principles will be given in each group. The student may elect to make one of the group or design another model embodying the same principles. Before the model is made the student must present a complete working drawing of the same.

PHYSICAL EDUCATION.

The course in Physical Education is based on the Ling, or Swedish, system. All students are required, unless excused, to take the gymnastic drill during the entire course. This serves two purposes: (1) To improve the general health of the student body; (2) To furnish working knowledge for use in the training classes and the schools of the State. The drill consists of formal exercises in which the corrective, educational, and hygienic elements are combined. To this are added gymnastic games and fancy steps. The games afford relaxation, while at the same time they develop skill and the spirit of coöperation. By means of fancy steps, grace, freedom of movement, and poise are gained.

The theory of gymnastics is presented by lectures and informal discussions, together with practice in teaching. This work is closely related to the courses in physiology, anatomy, and hygiene. Especial attention is paid to outdoor sports, such as basket-ball, baseball, rowing, tennis, pudding-ball, volley-ball, and cross-country walking.

Description of Course: 1. Gymnastic: (a) Formal drill; (b) Gymnastic games; (c) Fancy steps.

2. Theory of Gymnastics: (a) Lectures; (b) Training classes.

ACADEMIC COURSES—FIRST YEAR.

ENGLISH.

Oral and Written Expression—mainly narrative. This course will have for its chief aim the cultivation in the pupil of accuracy, directness, and ease in the handling of simple English. To this end the time will be divided between grammatical drill and composition proper in connection with a text-book upon the subject, and reproduction of the narratives found in the literature studied.

TEXTS.-Lewis: First Manual in Writing English.

First semester:

Bullfinch: Mythology, revised by Scott.
Palmer: Translation of the Odyssey of Homer.

Second semester:

Scott: Ivanhoe.

A selection from the narrative poems that follow:

Arnold: Sohrab and Rustum.

Macaulay: The Lays of Ancient Rome.

Scott: The Lady of the Lake.

Burns: The Cotter's Saturday Night. Goldsmith: The Deserted Village. Byron: The Prisoner of Chillon.

Etc.

40 weeks; 5 hours per week.

HISTORY.

This is an elementary course in Ancient, and the beginning of Mediæval, history. It is therefore extensive rather than intensive, dealing with the larger phases of the progress of civilization. The purposes are: (1) To enable young students to build up a coherent mental picture of the successive epochs and nations that compose the historical perspective from prehistoric times to about the close of the Carolingian age. (2) To cause students to perceive some of the important fundamental laws or principles that seem to condition all social and political development. (3) To develop the historical sense—the power to see with the mind's eye, to imagine, to reconstruct. (4) To induce young people to love history for its own sake—to appreciate the romance, the heroism, the succession of dramatic pictures, that the unfolding ages disclose.

Illustrative materials in abundance are available, and frequent references are made to secondary authors and original sources; but not much in the way of so-called "research" work is attempted.

This course is to be followed by a year of intensive study in English and Modern European history, forming practically a two years' course in Ancient, Mediæval and Modern history, of which the history of England finally becomes the main center of interest; the whole leading up to a year's course in the political and economic history of the United States.

40 weeks; 5 hours per week.

SCIENCE.

Physiography-Botany. An elementary course is offered, showing the relationships between physiography and botany of seed-bearing plants. In this course soil-formation by erosion, weathering, etc., is observed through experiments and excursions; also, climatology is studied in its various phases. This leads into the physical conditions necessary for seed germination and plant growth. The functions of the parts of the plant are then studied with reference to physical and chemical principles involved. Finally, the ecology of some of the plants is taken up with especial reference to those grown in California. The course is a good foundation for the teaching of agriculture and nature-study in the grades.

40 weeks; 5 hours per week.

MISCELLANEOUS.

Drawing and Manual Training. Three times a week during the first term, and twice a week the second term.

Vocal Music. Twice a week during the first term, and three times a week the second term.

Physical Education. Twice a week throughout the entire year.

CATALOGUE OF STUDENTS.

SENIORS.

Adams, Alice A	Encinitas
Adams, Claudia Eleanor .	San Diego
*Ball, Alice Mabelle	Long Beach
*Butler, Charles Ernest	
Chetham, Helen Florence	San Diego
Cooley, Mary Louise	San Diego
Culbertson, Mary Althea	
Derby, Frances Loraine	
Field, Alice May	
Foster, Mae Ethel	
Foulke, Mary E.	
Frost, Helen May	
Galliher, Leitha Leora	
Grandstaff, Veta	_
Griswold, Nellie	
*Hall, Mattie S	
Hammack, Edith Chastair	
Harman, Daisy	
Journeay, Alberta	
Kenney, Elsie May	
Knight, Olive Dee	
Landis, Christie Floyd	
Landis, Christie Floyd	ban Diego

*Loop, Marian Levora	San Diego
*Mabee, Virginia Alice	
*Miller, Pearl Anna	San Diego
*Overing, Sadie V	
*Powell, Etta	
Pruyn, Lula May	
Reeves, Maud ES	an Bernardino
Ricker, Erma W	San Diego
Rockoff, Clara J S	an Bernardino
Rodgers, Helena B	La Mesa
*Schultz, Hulda	
Shaul, Adalind	Oceanside
Somers, Olive Corinne	
*Spears, Emma	San Diego
Stephens, Gussie Luella	Exeter
Stork, Lydia B	San Diego
Tracy, Cora M.	Fallbrook
Watkins, Eugenia E	San Diego
Wilkes, Josephine E	Santa Ana
*Woods, Clara Mae	San Diego
*Yates, Nell	

JUNIOR CLASSES.

Adams, Helen	Encinitas
Allen, Rhoda May	San Diego
Anthony, Edith A	San Diego
Ault, Olive	San Diego
Austin, Marie I	Escondido
Bailey, Elizabeth	Nellie
Bailey, Grace	San Diego
Barber, Flora	San Diego
Barker, Lynn W	San Diego
Beidleman, Edgar	Lemon Grove
Bell, Emma Mae	San Diego
Bell, Norma L	San Diego
Beller, Florence M	Carlsbad
Berry, Faye C	San Diego
Berwick, Alice L	
Beusch, Lyllian M	Nestor

Bigham, Walter	LWoodville
Black, Pauline T	San Diego
Blosser, Edna C.	San Diego
Boal, Alma	La Jolla
	San Diego
Borden, Olive	El Cajon
	San Diego
	LSan Diego
Bryan, Nita D	Lemon Grove
	Rapid City, S. D.
Burden, Fred D.	San Diego
Butler, Belle	La Mesa
	Coronado
	tSan Diego
	San Diego
	I San Diego

^{*}Graduated before close of year.

JUNIOR CLASSES—Continued.

	a - m.
Butts, Julia L.	San Diego
Byron, Adele M	
Campbell, Amy	
Campbell, Lena	
Campbell, Lloyd C	
Casner, Grace	Ramona
Casner, Lillie F	San Diego
Chalmers, Ula M	
Chalmers, Zoe M	
Charles, Paura P	San Diego
Clark, Elam	Dulzura
Clark, Josephine E	Dulzura
Cleary, Sarah W	San Diego
Cock, Edith A	
Coflin, Mary	
Cosgrove, Bernice	
Cowart, Ira	
Crawford, Seth	
Crawford, May	San Diego
Creekmur, Edda	Marence Mo
Crosby, Ethel L.	
Cummins, Zora G.	J-1- C-1-
Curtis, Judith ACarb	ondaie, Coio.
Dana, Helen E	
Dana, Mrs. Mary A	San Diego
De Burn, Raynor	
Devine, Mary	
Dooley, Irene N	
Downs, N. Alvah	
Duffy, Charles C	
Dunbar, Leone E	
Einer, Emma C	Escondido
Eugene, Rose A	San Diego
Evans, Edna E	San Diego
Farr, Hattie	
Field, Emma D	San Diego
Field, Estella	San Diego
Filkin, Nina E.	
Forster, Senta	
Frary, Gladys M	
Frazee, Sarah E	
French, Harriette G	
Gabrielson, Hazel M	
Galliher, Elsa I.	Can Diogo
Gaskell, Ellen	Dohogo
Gaskell, Florence K	
Gates, Vesta C	
George, Emma L.	San Diego
George, Vera I	
Gephart, Frances	
Geradehand, Clara H	
Grandstaff, May	San Diego

Graves, Eleanor M	
Gregg, Laura	San Diego
Greer, Florence	San Diego
Grigsby, Hazel M	
Gripper, J. Louise	
Gulack, Pearl G	San Diego
Gurwell, Charles E	
Haines, Carrie E	. Chula Vista
Harritt, Lottie M	San Diego
Harritt, Wallace	
Heilbron, Irma	
Himebaugh, Nellie M	San Diego
Hinckley, Verna L	San Diego
Hinman, Shirley F	San Diego
Hoffner, Jennie M	San Diego
Holden, Effie M	San Diego
Horton, Irma M	Honcut
Hutchison, Marie	
Irey, Gertrude M	
Ives, Ameila	Pasadena
Johnson, Any R	San Diego
Johnston, Eleanor N	
Jones, Armenia	
Kaidel, Louise A	
Kellogg, Genevieve MW	. Richfield, O.
Kendall, Nellie B.	Uniiia Vista
Kendall, Nellie B	
Killey, Lillian	San Diego
Killey, Lillian	San Diego San Diego
Killey, Lillian	San Diego San Diego San Diego
Killey, Lillian	San Diego San Diego Moosa
Killey, Lillian Kilty, Agnes M. Kilty, Margaret A. Kinkead, Katherine M. Kramar, Etta E.	San DiegoSan DiegoSan DiegoMoosaImperial
Killey, Lillian Kilty, Agnes M Kilty, Margaret A Kinkead, Katherine M Kramar, Etta E La Fortune, Mabel	San DiegoSan DiegoSan DiegoMoosaImperialSan Diego
Killey, Lillian Kilty, Agnes M. Kilty, Margaret A. Kinkead, Katherine M. Kramar, Etta E. La Fortune, Mabel Lawrence, Lena	San DiegoSan DiegoSan DiegoMoosaImperialSan DiegoLos Angeles
Killey, Lillian Kilty, Agnes M. Kilty, Margaret A. Kinkead, Katherine M. Kramar, Etta E. La Fortune, Mabel Lawrence, Lena Layne, Newton M.	San Diego San Diego San Diego Moosa Imperial San Diego Los Angeles San Diego
Killey, Lillian Kilty, Agnes M. Kilty, Margaret A. Kinkead, Katherine M. Kramar, Etta E. La Fortune, Mabel Lawrence, Lena Layne, Newton M.	San Diego San Diego San Diego Moosa Imperial San Diego Los Angeles San Diego
Killey, Lillian Kilty, Agnes M Kilty, Margaret A Kinkead, Katherine M Kramar, Etta E La Fortune, Mabel Lawrence, Lena Layne, Newton M Leonard, Mary Leppert, Johanna H	San Diego San Diego San Diego Moosa Imperial San Diego Los Angeles San Diego San Diego
Killey, Lillian Kilty, Agnes M. Kilty, Margaret A. Kilty, Margaret A. Kinkead, Katherine M. Kramar, Etta E. La Fortune, Mabel Lawrence, Lena Layne, Newton M. Leonard, Mary Leppert, Johanna H. Lesher, Bertha	San DiegoSan DiegoSan DiegoMoosaImperialSan Diego .Los AngelesSan DiegoCoronado Abilene, Kan.
Killey, Lillian Kilty, Agnes M. Kilty, Margaret A. Kinkead, Katherine M. Kramar, Etta E. La Fortune, Mabel Lawrence, Lena Layne, Newton M. Leonard, Mary Leppert, Johanna H. Lesher, Bertha Livingston, Nellie W.	San DiegoSan DiegoSan DiegoMoosaImperialSan Diego .Los AngelesSan DiegoCoronado Abilene, KanSan Diego
Killey, Lillian Kilty, Agnes M. Kilty, Margaret A. Kinkead, Katherine M. Kramar, Etta E. La Fortune, Mabel Lawrence, Lena Layne, Newton M. Leonard, Mary Leppert, Johanna H. Lesher, Bertha Livingston, Nellie W. Loomis, Florence E.	San DiegoSan DiegoSan DiegoSan DiegoImperialSan DiegoLos AngelesSan DiegoCoronado abilene, KanSan DiegoSan Diego
Killey, Lillian Kilty, Agnes M Kilty, Margaret A. Kilty, Margaret A. Kinkead, Katherine M. Kramar, Etta E. La Fortune, Mabel Lawrence, Lena Layne, Newton M. Leonard, Mary Leppert, Johanna H. Lesher, Bertha Livingston, Nellie W. Loomis, Florence E. Lowe, Adalene E.	San DiegoSan DiegoSan DiegoMoosaImperialSan DiegoLos AngelesSan DiegoCoronado Abilene, KanSan DiegoSan DiegoSan DiegoSan Diego
Killey, Lillian Kilty, Agnes M. Kilty, Margaret A. Kilty, Margaret A. Kinkead, Katherine M. Kramar, Etta E. La Fortune, Mabel Lawrence, Lena Layne, Newton M. Leonard, Mary Leppert, Johanna H. Lesher, Bertha Livingston, Nellie W. Loomis, Florence E. Lowe, Adalene E. Lowe, Grace E.	San DiegoSan DiegoSan DiegoMoosaImperialSan DiegoSan DiegoCoronado Abilene, KanSan DiegoSan DiegoSan DiegoSan DiegoSan DiegoSan DiegoSan DiegoSan Diego
Killey, Lillian Kilty, Agnes M. Kilty, Margaret A. Kilty, Margaret A. Kinkead, Katherine M. Kramar, Etta E. La Fortune, Mabel Lawrence, Lena Layne, Newton M. Leonard, Mary Leppert, Johanna H. Lesher, Bertha Livingston, Nellie W. Loomis, Florence E. Lowe, Adalene E. Lowe, Grace E. Lusk, Harry W.	San DiegoSan DiegoSan DiegoMoosaImperialSan DiegoCoronado Abilene, KanSan DiegoCan DiegoSan DiegoSan DiegoSan DiegoSan DiegoSan DiegoSan DiegoSan Diego
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Killey, Lillian Kilty, Agnes M Kilty, Margaret A. Kilty, Margaret A. Kinkead, Katherine M. Kramar, Etta E. La Fortune, Mabel Lawrence, Lena Layne, Newton M. Leonard, Mary Leppert, Johanna H. Lesher, Bertha Livingston, Nellie W. Loomis, Florence E. Lowe, Adalene E. Lowe, Grace E. Lusk, Harry W. Lydick, C. Ethel Mack, Hazel C.	San DiegoSan DiegoSan DiegoMoosaImperialSan DiegoLos AngelesSan DiegoCoronado Abilene, KanSan DiegoSan Diego
Killey, Lillian Kilty, Agnes M Kilty, Margaret A. Kilty, Margaret A. Kinkead, Katherine M. Kramar, Etta E. La Fortune, Mabel Lawrence, Lena Layne, Newton M. Leonard, Mary Leppert, Johanna H. Lesher, Bertha Livingston, Nellie W. Loomis, Florence E. Lowe, Adalene E. Lowe, Grace E. Lusk, Harry W. Lydick, C. Ethel Mack, Hazel C. Mahler, Alice C.	San DiegoSan DiegoSan DiegoMoosaImperialSan DiegoCoronado Abilene, KanSan DiegoSan Diego
Killey, Lillian Kilty, Agnes M Kilty, Margaret A Kilty, Margaret A Kinkead, Katherine M Kramar, Etta E La Fortune, Mabel Lawrence, Lena Layne, Newton M Leonard, Mary Leppert, Johanna H Lesher, Bertha Livingston, Nellie W Loomis, Florence E Lowe, Adalene E Lowe, Grace E Lusk, Harry W Lydick, C. Ethel Mack, Hazel C Mahler, Alice C Mahler, Elisebeth	San DiegoSan DiegoSan DiegoMoosaImperialSan DiegoSan DiegoCoronado Abilene, KanSan DiegoSan Diego
Killey, Lillian Kilty, Agnes M Kilty, Margaret A Kilty, Margaret A Kinkead, Katherine M Kramar, Etta E La Fortune, Mabel Lawrence, Lena Layne, Newton M Leonard, Mary Leppert, Johanna H Lesher, Bertha Livingston, Nellie W Loomis, Florence E Lowe, Adalene E Lowe, Grace E Lusk, Harry W Lydick, C. Ethel Mack, Hazel C Mahler, Alice C Mahler, Elisebeth Marks, Lela E	San DiegoSan DiegoSan DiegoMoosaImperialSan DiegoSan DiegoSan DiegoCoronado Abilene, KanSan DiegoSan Diego
Killey, Lillian Kilty, Agnes M Kilty, Margaret A. Kilty, Margaret A. Kinkead, Katherine M. Kramar, Etta E. La Fortune, Mabel Lawrence, Lena Layne, Newton M. Leonard, Mary Leppert, Johanna H. Lesher, Bertha Livingston, Nellie W. Loomis, Florence E. Lowe, Adalene E. Lowe, Grace E. Lusk, Harry W. Lydick, C. Ethel. Mack, Hazel C. Mahler, Alice C. Mahler, Alice C. Mahler, Elisebeth. Marks, Lela E. Maxwell, Dorothy M.	San DiegoSan DiegoSan DiegoMoosaImperialSan DiegoLos AngelesSan DiegoSan Diego
Killey, Lillian Kilty, Agnes M Kilty, Margaret A. Kilty, Margaret A. Kinkead, Katherine M Kramar, Etta E. La Fortune, Mabel Lawrence, Lena Layne, Newton M Leonard, Mary Leppert, Johanna H Livingston, Nellie W Livingston, Nellie W Loomis, Florence E. Lowe, Adalene E. Lowe, Grace E. Lusk, Harry W Lydick, C. Ethel Mack, Hazel C. Mahler, Alice C. Mahler, Elisebeth Marks, Lela E. Maxwell, Dorothy M Maxwell, Katherine P.	San DiegoSan DiegoSan DiegoMoosaImperialSan DiegoLos AngelesSan DiegoSan Diego
Killey, Lillian Kilty, Agnes M Kilty, Margaret A Kilty, Margaret A Kinkead, Katherine M Kramar, Etta E La Fortune, Mabel Lawrence, Lena Layne, Newton M Leonard, Mary Leppert, Johanna H Lesher, Bertha Livingston, Nellie W Loomis, Florence E Lowe, Adalene E Lowe, Grace E Lusk, Harry W Lydick, C. Ethel Mack, Hazel C Mahler, Alice C Mahler, Elisebeth Marks, Lela E Maxwell, Dorothy M Maxwell, Dorothy M Maxwell, Katherine P Maydole, Arley B	San DiegoSan DiegoSan DiegoMoosaImperialSan DiegoSan Diego
Killey, Lillian Kilty, Agnes M Kilty, Margaret A. Kilty, Margaret A. Kinkead, Katherine M Kramar, Etta E. La Fortune, Mabel Lawrence, Lena Layne, Newton M Leonard, Mary Leppert, Johanna H Livingston, Nellie W Livingston, Nellie W Loomis, Florence E. Lowe, Adalene E. Lowe, Grace E. Lusk, Harry W Lydick, C. Ethel Mack, Hazel C. Mahler, Alice C. Mahler, Elisebeth Marks, Lela E. Maxwell, Dorothy M Maxwell, Katherine P.	San DiegoSan DiegoSan DiegoMoosaImperialSan DiegoSan Diego

JUNIOR CLASSES—Continued.

75 75 75 77.1. 75	0 - m1
McKee, Mrs. Helen M.	
Melville, Flow M	
Merchant, Nellie	
Messer, Marie C.	
Mills, Henry E, Jr	
Morris, Mary V	
Morris, Maude A	
Morse, Anna W	
Neely, Hattie G.	
Nelson, Alice C.	San Diego
Nickell, Mabel	Santa Ana
Niven, Margaret O	Point Loma
Noonan, Ida M	San Diego
O'Connell, M. Grace	San Diego
Paine, Olive P.	San Diego
Parrish, Ella M	
Peirce, Norma V	
Permin, Laura C	
Pierce, Imogene	
Pierce, Natalie I.	
Pitman, Ruth E.	
Pitman, Sadie E.	
Plumer, Lillie	
Price, Ellen	
Raymond, Florence	
Rea, Ella P.	
Reed, Vida B.	
Richards, Mabel H	
Richey, Florence I.	
Riedy, Mabel M	
Roberts, Eulia	
Schulenbuerg, Hazel	
Schussler, Freda	
Scott, Helen H.	
Sharbrough, Annie G.	
Sharbrough, Clara R.	
Sharp, Walter M.	
Shaw, Constance M	
Shaw, Stella	
Sinks, Helen	San Diego

Smith, Chester C	Effingham, Ill.
Smith, Florence J	San Diego
Smith, Orrin E.	Nevada City
Slade, Sherman	Winona, Minn.
Spencer, Virginia C	
Stancer, Lew E.	Los Angeles
Stephens, Alma	Exeter
Stephens, Mabel C	Exeter
Stoker, Marie L	San Diego
Stone, Imogene T.	Mesa Grande
Sullivan, Grace F	San Diego
Tarwater, Urban	San Diego
Thode, Myrtle	.Phœnix, Ariz.
Thompson, Mrs. Clara G	San Diego
Turner, Iva M	San Diego
Van Arman, Mary	
Wadsworth, Luna O	
Wallace, Marcella	
Warriner, Harry W	
Watkins, Roy S	
Waugh, Effie D.	
Weatherford, Zoe	
Webster, Alice E.	
Weseloh, Grace	
West, Lula A.	
West, Louie C.	
Wetmore, Clella B.	
Whitney, Lois	
Wight, Clayton J.	
Wilder, Ella M	
Williams, Martha B. Me	
Winter, Leda C.	
Woods, Alice V	
Wormser, Helena F	
Wormser, Mary	
Wright, Kate M	
Yager, Ursula A.	
Young, Jean O.	
Zschoegner, Rebekah M	
and the second second second second	

ENROLLMENT.

Seniors Junior Classes	215	
-		258
Training School		223
m / d · · · · ·		.0-

GRADUATES.

1899-1900.

Baker, Grace Amelia	Sorrento
Ball, Margaret	Coronado
Bass, Melissa Lee	San Diego
Clark, Anna	. National City
Crosby, Fred A	San Diego
Cuff, Maud Anna	San Diego
Faddis, Miriam S	Otay
Flinn, Julia	Descanso
Greene, Katherine E	San Diego
Gregg, Elsie	San Diego
Hale, Martha	
Hayes, Caroline	
Irwin, Kate E	_
Kidwell, Nellie Casandra	0

Ladd, Ida Margaret	Westminster
Maxfield, Clara Emele	Jamul
Neely, Robert H	Monrovia
Philips, Edith Carr	San Diego
Shaw, Sophie E	Long Beach
Skinner, Edna May	San Diego
Stanton, Eleanor Louise.	San Diego
Stevens, Roxana Hunting	ton
	National City
Warren, William M	Glendale
Webster, Mary Helen	National City
Williams, Hallie M	San Diego
Willis, Minnie Todd	San Diego
Total	26

1900-1901.

Bisbee, Henrietta Lyman	San Diego
Curtis, Florence Risley	San Diego
Griffith, Ethel L	El Cajon
Hatch, Elfreda N	Escondido
Head, Flora Sinclair	Santa Ana
Horrall, Annie	Julian
Johnson, Myrtle E	.National City
Judson, Ethel B	Bostonia
Justice, Viola	Richland
Laughlin, Stewart	Inglewood
Lindsey, Lawrence	_Los Angeles
Lynn, Frank J	Los Angeles
Meredith, Ethel A	San Diego
	9

Milliron, Thyra Lucile	San Diego
Oden, Helen R	San Diego
Padrick, Daisy	San Diego
Parker, Blanche Adele	San Diego
Simons, A. Beatrice	Los Angeles
Stetson, Ethel Mary	San Diego
Van Fleet, Nora	Escondido
Wertz, Ira W	Santa Ana
Wile, Evelyn	San Diego
Wood, Elizabeth A	San Diego
Wood, Maud E	Pasadena
Wood, Orville V	Compton
Total	25
A O COOK	

1901-1902.

Balch, Emma Louise	Coronado
Banks, Belle	Los Angeles
Bigham, Leonard O	Woodville
Butler, Elizabeth Olive	San Diego
Butler, Jessie	Downey
Campbell, Myrtle	Riverside
Christian, Lena Helen	Norwalk
Cleave, Ada Belle	Escondido
Cochran, Mantie	Escondido
Coop, Marion I	San Diego

Elder, Olive San Diego
Evans, AdelaideSan Diego
Fanning, William Emerson
Iolanthe, Mo
Fenton, Laura ECoronado
Field, Emma Dougherty San Diego
Frederick, BenitaSan Diego
Fuquay, Lourien Emily San Diego
George, Florence ENestor
Gray, EllenSan Diego

1901-1902-Continued.

Harrison, Anna LauraSan Diego	Rowlee, FannieButton Willow
Hildreth, BirdSan Diego	Skinner, Asa L San Diego
Jennings, Jane OrrellSan Diego	Smith, Margaret ESanta Ana
Johnston, Lucy Katherine, Pacific Beach	Taylor, Frances Sybilla Arroyo Grande
Kerns, Edith PageLos Angeles	Toy, Zelia AnnaSanta Maria
Lesem, LilySan Diego	Van Arman, MaudSan Diego
Merritt, Daisy MargaretSanta Maria	Wackermann, Josephine San Luis Rey
Merritt, Ida DorothySanta Maria	Wallian, Mary Helen New York, N. Y.
Mulvey, Frances KathrynSan Diego	Warren, Margaret J.
Murray, Lois National City	Pembroke, Ont., Canada
Paden, Agnes MSan Diego	Waters, FloraLa Jolla
Paine, Ethel Julian	Watkins, Ena MarieSan Diego
Patterson, RuthSan Diego	Wisler, Emma ComstockSan Diego
Price, Gertrude RSanta Ana	Wright, William Sherman San Diego
Robert, Charles RoySan Diego	Total 47

1902 - 1903.

,	
Beckler, Mary CeliaEscondido	Lockyer, Annie EdithSan Diego
Beer, Virginia EstherSan Diego.	Mack, Flora AdeleSan Diego
Bostwick, EdithSan Diego	Martin, Belle Oceanside
Brown, Alice HenriettaSanta Ana	Mayes, Maude ElliottSan Diego
Brown, Ida AliceNational City	McAlmond, Alice T Potrero
Burch, Hattie MariaSan Diego	McConville, Genevieve Katherine
Butler, Julia Downie	San Diego
Carson, Verna BLakeside	McFadden, FloraSan Diego
Casner, EffieBallena	McGuire, DoretheaSan Diego
Chase, Mrs. Della HillSan Diego	McRae, Gertrude Nestor
Christensen, NellieSan Diego	Merritt, PaulineSanta Maria
Cogswell, Mary GoddardSan Diego	Mott, Iva MaudeSan Diego
Davidson, Elsie ASan Diego	O'Bannon, Mary Bowie San Diego
Dill, Alice LouiseSan Diego	Pitman, Dorothy National City
Drewisch, JosephineOneonta	Rawicz, JeanetteSan Bernardino
Ellis, Anna ChristineDescanso	Rawson, James P Hemet
Evans, Cora MaeSan Diego	Read, Harriet CordeliaSan Diego
Faddis, Prudence PChicago, Ill.	Rowlee, Dollie Button Willow
Fraser, Ella HarrietSan Diego	Scott, Martha Marie National City
Gillis, Bertha AmeliaSan Diego	Sykes, Elsie Bernardo
Gillmore, JessieSan Diego	Somers, Susie Myrtle Escondido
Gillmore, MarySan Diego	Stockton, OraSan Diego
Coss, Helen San Diego	Stork, BerthaSan Diego
Harritt, Luella Frances San Diego	Stover, Roy B San Diego
Holmes, Olive MaryReedley	Sturgis, Vera La RueSan Diego
Hornbuckle, SeykoraSan Diego	Tollan, Inez San Diego
Hudson, Kathryn B Santa Ana	Wackermann, Theodora San Luis Rey
Jennings, BelleSan Diego	Wallian, Carlotta J San Diego
Johnson, Jessie MabelSan Diego	Wescott, LauraSan Diego
Johnson, Marjorie MayNational City	Winneck, Ruth VSan Diego
Keene, Abbie MFallbrook	Woods, Margaret Louise San Diego
Light, Ada ANellie	You, Jennie G San Diego
Total	63

1903 - 1904.

Anderson, Ethel V	San Diego
Anderson, Janet Webster N	Vational City
Austin, Evangeline C	San Diego
Bigham, Charles E	Woodville
Carpenter, Margaret E	Oroville
Cathcart, Lillian Agnes	Pasadena
Clendenon, Myrtle	San Diego
Dodge, M. Ethyl	San Diego
Drew, Gladys	Nestor
Evans, Martha Belle	San Diego
Fardelius, Mabel J	San Diego
Flyte, Ethna ElizabethJe:	rry City, Ore.
Gaskill, Erma	
Graham, Mabel	San Diego
Hack, Helen V Michig	an City, Ind.
Harlin, Madge	Riverside
Johnson, Ethel G	San Diego
Journeay, Gertrude	San Diego
Kerr, Mabel Virginia	San Diego
Laughlin, Grace	Inglewood
Lee, Nettie H.	Santee
Libby, Cora R	
Lindsey, Nora V	Los Angeles

Martin, Emily Amelia	Fallbrook
Maxfield, George H	Jamul
Merritt, LauraS	anta Maria
Munger, Bessie Aurelia	
Naylor, Blanche	
Nugent, Effie Danforth	
Odale, Alice L	
Paden, William Guy	
Pease, Willda Bell	
Reinhard, Charles J.	
Richardson, Ida Mae	
Rolfe, InaSan	Bernardino
Rood, Vernon Van Voorhees.	San Diego
Sharp, Robert G	Otay
Teggart, Sarah Marion	San Diego
Tollan, Myra C.	
Waite, Elizabeth Grace	-
Ward, Lola	San Diego
Washburn, Helen Gertrude	
Weight, Ethel Isabel	
Weight, Little Isabellill	- Dan Diego
Wilcox, Josie Cornelia	
Winters, Maude Mabel	Santa Maria
Total	45

1904 - 1905.

Asher, Josephine Marion	nSan Diego	Jaeger, Helen
Barker, Iva Lois	San Diego	Jerman, Olive
Bates, Annabel	San Diego	Johnson, Harr
Bevington, Emily Nayne	Escondido	Johnson, Lena
Black, Lois M	-Edwards, Ind.	Killey, May A
Borden, Ella Culver	Long Beach	Knight, Ethel
de Borra, Mary Alma	San Diego	La Rue, Gertri
Browne, Carol Louise	San Diego	Lickert, Lena
Cartwright, Royden M	San Diego	Loveland, Eth
Escher, Wiley Emert	San Diego	Marshall, Alic
Frew, Grace	Point Loma	Niven, Janet C
Fulton, Lulu	Sunnyside	Northrup, Ger
Galliher, Emma O'Dessa	San Diego	Paine, Aimee .
Graves, Rose Anne	Sutherland	Peterson, M. I
Green, Hazel Adele	San Diego	Rannells, Emr
Grosvenor, Frances E.	Troy, Ohio	Storme, Frank
Harris, Kathryn E	San Diego	Tompkins, Vic
Hawley, Olive L	Coronado	Toy, Susan Ma
Hayes, Harriett	San Diego	Wadsworth, F
Hayward, Lotta	Escondido	Walker, Antoi
Hazard, Lucile	San Diego	Wood, Cathari
Henshilwood, Jessie	San Diego	Woods, Hallie
	Total	44

Jaeger, Helen Louise San Diego Jerman, OliveRamona Johnson, Harry Vincent San Diego Johnson, LenaSan Diego Killey, May Adelaide San Diego Knight, Ethel IoneCovina La Rue, Gertrude H....Chula Vista Lickert, LenaPlivenhain Loveland, Ethel V. Bonsall Marshall, Alice.....Escondido Niven, Janet Ogilvie Point Loma Northrup, Genevieve.....San Diego Paine, AimeeSan Diego Peterson, M. Ernest.....San Diego Rannells, Emma Kate.....Pacific Beach Storme, Frank AchillesSan Diego Tompkins, Violet M San Bernardino Toy, Susan Maude.....Santa Maria Wadsworth, Flora Viola.....San Diego Walker, Antoinette...... Santa Rosa Wood, Catharine M..... Escondido Woods, Hallie Adelaide......San Diego

GRADUATES 1905 - 1906.

A	dams, Alice A	Encinitas	Landis, Cl
A	dams, Claudia Eleanor	San Diego	Loop, Mar
Ε	all, Alice Mabelle	Long Beach	Mabee, Vi
Е	utler, Charles Ernest	San Diego	Miller, Per
	hetham, Helen Florence		Overing, S
C	ooley, Mary Louise	San Diego	Powell, E
C	ulbertson, Mary Althea	Santee	Pruyn, Lu
Ι	erby, Frances Loraine	San Diego	Reeves, M
F	ield, Alice May	San Diego	Rockoff, C
F	oulke, Mary E	Rialto	Schultz, H
F	rost, Helen May	San Diego	Shaul, Ada
G	alliher, Leitha Leora	Los Angeles	Spears, Er
G	randstaff, Veta	San Diego	Stephens,
F	Iall, Mattie S	San Diego	Stork, Lyd
	Iammack, Edith Chastain		Tracy, Cor
F	Iarman, Daisy	San Diego	Wilkes, Jo
J	ourneay, Alberta	San Diego	Woods, Cla
K	Cenney, Elsie May	-Watsonville	Yates, Nel
K	Inight, Olive Dee	Alhambra	Total.

Landis, Christie Floyd	San Diego
Loop, Marian Levora	San Diego
Mabee, Virginia Alice	San Diego
Miller, Pearl Anna	San Diego
Overing, Sadie V	San Diego
Powell, Etta	San Diego
Pruyn, Lula May	_
Reeves, Maud ESan	
Rockoff, Clara J San	
Schultz, Hulda	
Shaul, Adalind	
Spears, Emma	
Stephens, Gussie Luella	
Stork, Lydia B.	
Tracy, Cora M.	
Wilkes, Josephine E.	
Woods, Clara Mae	
Yates, Nell	
Total	3/





LOGUE or 1906-07 and ircular of Inforation for 1907-08

UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE.

JAN

STATE NORMAL SCHOOL SAN DIEGO, CALIFORNIA

1906-07

FIRST TERM
BEGINS SEPTEMBER 3, 1907
SECOND TERM
BEGINS FEBRUARY 4, 1908



STATE NORMAL SCHOOL

OF

SAN DIEGO, CALIFORNIA

WHIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE

CIRCULAR OF INFORMATION

AND

ANNOUNCEMENTS

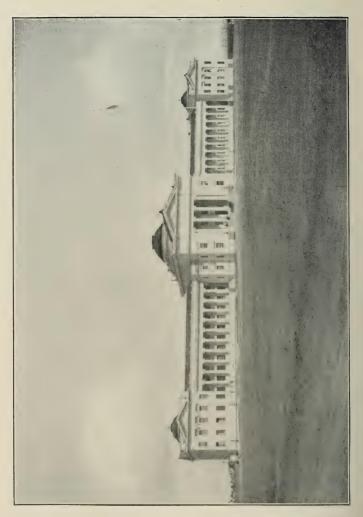
FOR 1907-1908

CATALOGUE FOR 1906-1907

SACRAMENTO

W. W. SHANNON, SUPT. STATE PRINTING

1907



STATE NORMAL SCHOOL OF SAN DIEGO-MAIN BUILDING,

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CALENDAR FOR 1907-1908.

FIRST TERM-1907.

Entrance examinations and
Admission on credentials, Tuesday, September 3
Training School opens,
Class registration Wednesday, September 4
Thanksgiving recess November 28-30
Holiday recess December 20—January 6, 1908
Term closes January 31, 1908

SECOND TERM-1908.

Entrance examinations a	nd					- Monday, February 3
Admission on credentials	i, §		•	-	-	- Monday, Peordary 3
Term opens	-	-	-		-	- Tuesday, February 4
Spring recess	-	٠.	-	-	-	April 11-19
Dedication day	-	-	-	-	-	Friday, May 1
Commencement	-		2	-	-	- Thursday, June 25



BOARD OF TRUSTEES.

				E,X	Ome	10.					
HON.	EDWA	ARD HY	ZATT,		Sup		ende	nt of	Pub	lic :	Instruction
DR. R	а. м . Р	OWERS	3, -	-	-	-	-	-	-	-	San Diego
ISIDO	RE B.	DOCK	WEILE	R,	-	-	÷		-	I.	os Angeles
HON.	M. L.	WARD	, -	-	-	-	-	-	-	-	San Diego
GEOR	GE W	. MARS	TON,	-	-	-	- ,	-	- '	-	San Diego
CHAR	LES C	. СНАР	MAN,	-	-	-	-	-	- .	-	Fullerton
		O	FFICE	RS C	F T	HE	воа	RD.			
HON.	M. L.	WARD		_	**		_	_	_	_	President

EXECUTIVE COMMITTEE.

GEORGE W. MARSTON, - - - - Vice-President

HELEN DALE, - - - - Secretary

HON. M. L. WARD, DR. R. M. POWERS,

HON. JAMES N. GILLETT, -

- - Governor

GEORGE W. MARSTON.

FACULTY, 1906-1907.

SAMUEL T. BLACK, PRESIDENT, - - School Administration.

Pupil Teachers' Course, British Schools.

Teacher in rural schools of California, 1868–1870; Principal town and city schools, 1870–1889; admitted an attorney and counselor-at-law in the Supreme Court of California, 1879; Principal Ventura High School, 1889–1891; County Superintendent Ventura County, 1891–1895; State Superintendent of Public Instruction, 1895–1898. (Appointed September, 1898.)

EMMA F. WAY, PRECEPTRESS, - Reading and Preparatory Latin.

Grand River Institute, Ohio.

Principal Grammar School, Liberty, Ohio, 1876–1877; Preceptress Grand River Institute, 1877–1878; Instructor in Mathematics, Warren High School, Ohio, 1880–1888; student Oberlin and University of California, 1886–1887; Principal Southwest Institute, San Diego, 1887–1899. (Appointed October, 1898.)

ALICE EDWARDS PRATT, REGISTRAR, - - - English.

Ph.B., Univ. Cal.: Ph.D., Chicago.

Assistant Principal, Santa Rosa Seminary, 1883–1892; graduate student and Fellow, University of Chicago, 1892–1897; Critic in English, Vassar College, 1897–1898. (Appointed October, 1898.)

EDITH McLEOD, - | Principal Training School and | Supervising Teacher Grammar Grades.

State Normal School, Mass.; Graduate Teachers' College, Columbia.

Teacher grammar schools of Massachusetts, Wyoming, and California, 1871–1890; Principal of City Grammar School, San Diego, 1890–1899. (Appointed July, 1899.)

ELISABETH ROGERS, - - Supervising Teacher Primary Grades.
State Normal School, Albany, N. Y.

Principal primary department training school State Normal School, Chico, California, 1890-1900. (Appointed July, 1900.)

J. F. WEST, - - - - - - - Mathematics.

A.B., Stanford; Graduate Student, Harvard.

Teacher rural schools of Illinois, 1885–1888; Principal Compton schools, California, 1888–1893; Principal Paso Robles High School, 1893–1896. (Appointed July, 1900.)

W. F. BLISS, - - - - - History and Civics.

B.S., Mount Union; B.L., Univ. Cal.

Teacher and principal rural and village schools, Pennsylvania and Ohio, 1878-1884; Vice-Principal Beaver High School, Pennsylvania, 1886-1889; Superintendent city schools, Rochester, Pa, 1889-1891; Supervising Principal, Colton, Cal, 1892-1898; Vice-Principal and Instructor in History, High School, Santa Barbara, Cal., 1899-1900. (Appointed September, 1900.)

W. T. SKILLING, - - - - - - Physical Sciences.

State Normal School, Los Angeles, Cal.; M.S., Univ. Cal.
Teacher in public schools, Los Angeles, Cal., several years; Assistant in Physics, University of California, 1899-1901. (Appointed September, 1901.)

ANNA H. BILLINGS, - - - - - - English.

B.L., Smith College; Ph.D., Yale University.

Instructor, Smith Academy, Mass., 1881–1887; Instructor in English, University of Southern California, 1892–1894; Instructor, Latin and German, High School, Riverside, Cal., 1894–1895; Instructor in English, High School, Redlands, Cal., 1898–1899; Instructor in English and German, High School, Long Beach, Cal., 1992–1993; Substitute in English, State Normal School, San Diego, Cal., 1904–1905. (Appointed July, 1905.)

SAN DIEGO STATE NORMAL SCHOOL. JESSIE RAND TANNER, Physical Education. Graduate Boston Normal School of Gymnastics. Substitute, High School, Fort Plain, N. Y., 1897–1899; student, Syracuse University, 1899–1900; tutor, Brookline, Mass., 1901–1902. (Appointed July, 1904.) HARRIET H. GODFREY. English and History. B.L., Univ. Cal. Instructor in English, San Diego High School, 1895-1898; Instructor in English and History, Alameda County Union High School, Centerville, 1899-1901; Instructor in English, San Diego High School, 1901-1905. (Appointed July, 1905.) Drawing, Manual Training. EMILY O. LAMB, State Normal School, Brockport, N. Y.; Normal Art Course, Pratt Institute, N. Y. Substitute in Drawing, State Normal School, Brockport, N V., 1894-1895; Departmental Drawing, grade schools, Newton, N. J., 1896-1897; Department of Drawing, Cumberland Valley State Normal School, Pa., 1897-1895; Supervisor of Drawing in grade schools and High School, Santa Barbara, Cal., 1900-1904. (Appointed July, 1905.) W. C. CRANDALL. Biological Sciences. A.B., Stanford University. Instructor in Science, Ogden High School, Utah, 1899-1904; Instructor in Science, Kern County High School, 1904-1905. (Appointed July, 1905.) Education. W. W. KEMP, DIRECTOR OF TRAINING SCHOOL, A.B., Stanford University. Master and instructor in history, Hoitt's School, 1899-1903; Principal city school, Alameda, 1903-1904, 1905-1906; graduate student and assistant in education, Stanford, 1904-1905. (Appointed August, 1906.) L. ARENA DAVIS, Music. Special preparation, State Normal College, Ypsilanti, 1901-1902; graduate Thomas Normal Training School, Detroit, 1904; Supervisor of Music, Tupper Lake, N. Y., 1904–1905; Tecumseh, Mich., 1905–1906. (Appointed August, 1906.) MRS. LYDIA M. HORTON. Librarian. *FRED. W. PARRISH, Stenographer and Typewriter. HELEN DALE, -Stenographer and Typewriter. JOHN D. JOHNSTON. -Ianitor.

F. G. MELLUS, †HENRY HAYLER.

MARTIN ROTH,

- Night Watchman.

Gardener.

Gardener.

^{*}Resigned October 1, 1906.

[†]Resigned March 1, 1907.

PROFESSIONAL COURSE.

JUNIOR YEAR.				
FIRST TERM.	SECOND TERM.			
Education I 4	Education II 3			
Grammar and Reading 5	Physiology 5			
Drawing I 5	Arithmetic 4			
*Geography or Biology 3	Drawing and Manual Training II 5			
Music I 3	Music II 3			
Physical Education I	Physical Education II 2			
SENIOR YEAR.				
FIRST TERM.	SECOND TERM.			
Education III 3	Education IV 2			
*Literature or Economic History 3	School Administration 2			
Domestic Science or Advanced Woodwork 5	Physical Education III I			
Teaching I 5	Teaching II			
Teaching Conference 4	Teaching Conference 7			

The course covers two academic years of forty weeks each. Twenty minutes of daily chorus practice throughout the entire course. The Arabic numerals denote the number of recitations per week.

A recitation occupies forty-five minutes. There is a recess of five minutes between recitation periods.

^{*}Assignment will depend on previous preparation.

REQUIREMENTS FOR ADMISSION TO THE PRO-FESSIONAL COURSE.

Candidates for admission must be at least sixteen years of age, of good moral character, and physically healthy.

All applicants for admission must sign the following declaration:

I hereby declare that my purpose in seeking admission to the State Normal School of San Diego is to fit myself for teaching, and that I intend to teach in the public schools of California, or of the State or Territory in which I may reside.

Applicants will be admitted as follows:

- (a) Recommended graduates of accredited secondary schools of California.
- (b) Graduates of secondary schools outside of California; provided, their credentials are the equivalent of recommended graduation from a California secondary school.
- (c) Applicants partially recommended and graduates of non-accredited high schools, will be admitted conditioned upon making up deficiencies, either by examination or by class work, at the option of the department concerned.
- (d) Applicants presenting credentials from institutions of the college grade will be assigned to such advanced standing as, in the judgment of the Committee on Advanced Standing, their credentials may entitle them to; provided, all such students shall be required to spend at least one year in attendance at the Normal School.

* * *

ADVANCED STANDING.

Experienced teachers holding the grammar-school or first-grade certificate will be admitted to the Normal School upon presenting such certificate, together with satisfactory letters of recommendation. They will receive such credit as their preparation and *successful* experience may warrant. On the other hand, they will be required to make up such deficiencies as their work in the School may reveal.

Credits for successful teaching will be given on the following basis:

 For 4 or more years
 200 hours

 For 2-4 years
 150 hours

 For I-2 years
 100 hours

Less than one year of teaching will not be recognized.

One year of teaching will be interpreted to mean not less than eight months.

Students who have graduated from an accredited High School or its equivalent, and who have also had not less than one continuous year of

successful experience in teaching will be given a course covering three semesters, and embracing not less than 1,200 hours (including teaching conferences).

Credits obtained in the State Normal Schools of California or other states, or in colleges and universities of recognized standing, will be honored so far as they cover the work of the regular course of study in this school.

The Committee on Advanced Standing (consisting of the President, the Registrar, and the Director of the Training School), in arranging programs for students admitted under the foregoing conditions, will first provide for courses in Education, and then add other branches to complete the required number of hours; such branches will be determined by the committee in conference with the applicant.

× × ×

RECOMMENDATIONS.

All candidates for admission must present one or two letters of recommendation from responsible people—former teachers, where possible. Applicants from other Normal Schools, or schools of equivalent grade, must file with the Registrar honorable dismissal certificates, signed by the proper authorities of the schools or colleges last attended by said applicants. Each honorable dismissal certificate should state the educational record of the applicant.

GRADUATE COURSES.

By the opening of the fall semester, in September, 1907, arrangements will have been made whereby special advanced courses in three subjects: Drawing, Manual Training, and Music, may be offered to graduates of this or any other reputable Normal School.

The aim of these courses will be to prepare special teachers to take charge of these branches in the elementary schools of our towns and cities. It is presumed that only those having interest and ability along these lines will desire to make any one of them a specialty. To such students these courses will offer the opportunity of preparing themselves (a) to supervise the work in Music or Drawing or Manual Training throughout the grades in some one school building, in a city which employs a general director of the subject; or (b) to direct the work in the chosen line in all the grades of a smaller city or town.

Students satisfactorily completing any of these courses will be given a certificate of proficiency signed by the proper school authorities.

AIM OF THE SCHOOL.

The main purpose of a Normal School is to prepare suitable persons to teach in the public schools of the State. No one unsuited by natural inclination, ill health, or physical disability, should apply for admission.

The Normal School course demands of all who enter upon it adequate preparation, native ability, and a willingness to study. Prompt and regular attendance at the daily recitations, satisfactory preparation of assigned lessons, and good health will insure creditable records in the various lines of study and instruction.

The curriculum here presented is divided into groups of subjects, each representing a term, or half-year's work. Any attempt to carry more than the specified work of a group or its equivalent is a mistake; it nearly always results in one or more failures, and is, consequently, a loss rather than a gain in time.

* * *

EXPENSES.

Students are required to furnish their own text-books. Tuition is free in all departments.

Rooms and board may be had at very reasonable rates. Students from abroad must consult the Preceptress of the school before securing boarding-places. Letters of inquiry may be addressed to her at the Normal School, where she may be found one week before the opening of the school.

* * *

RULES GOVERNING LEAVE OF ABSENCE AND WITHDRAWALS.

- 1. Students desiring leave of absence for one day only shall make oral application to the Preceptress.
- 2. Students desiring leave of absence for more than one day shall make their request in writing, and the petition must specify both the length of time and the reason for which such leave is desired.

This rule will apply also to students who find it impossible to return on the first school day next succeeding any vacation.

- 3. When any student shall withdraw from the school without giving proper notice to the President, or, in his absence, to the Preceptress, or shall have been continuously absent for two consecutive weeks without satisfactory explanation, the name of such student will be dropped from the roll, and no record of honorable dismissal will be made.
- 4. Students whose names have been dropped from the roll shall be reinstated only by a vote of a committee of the Faculty, consisting of the President, the Preceptress, and the Registrar.

* * *

CONDITIONS AND FAILURES.

A student conditioned in any subject may arrange with the instructor concerned for such supplementary examinations or study as will make good the deficiency; but such deficiency must be removed by the middle of the succeeding term, otherwise the condition will be considered a failure.

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PUNCTUALITY.

The only acceptable excuse for absence or tardiness is that of illness or accident. A young person who has acquired the tardy habit should either cure it or give up the idea of teaching.

* * *

GOVERNMENT AND DISCIPLINE.

The success or failure of students to govern themselves will be carefully considered by the Faculty in making up their estimate as to preparation for graduation. The management of the school gives to the students the largest possible measure of individual freedom. Abuse of this liberty will be regarded as a serious defect, and may prove disastrous to an otherwise bright and promising young teacher.

* * *

RIGHTS OF GRADUATES.

The rights and privileges of graduates of California State Normal Schools are defined in Section 1503 of the Political Code, the principal features of which are as follows:

The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue a diploma of graduation to those

pupils who worthily complete the full course of study and training prescribed.

Said diploma shall entitle the holder thereof to a grammar school certificate from any County or City and County Board of Education in the State.

Whenever any County or City and County Board of Education shall present to the State Board of Education a recommendation showing that the holder of a Normal School diploma has had a successful experience of two years in the public schools of this State subsequent to the granting of such diploma, the State Board of Education shall grant to the holder thereof a document signed by the President and Secretary of the State Board, showing such fact. The said diploma, accompanied by said document of the State Board attached thereto, shall become a permanent certificate of qualification to teach in any primary or grammar school in the State.

Graduates are admitted to the State University and the Leland Stanford Junior University without examination upon the recommendation of the President of the school.

* * *

EQUIPMENT.

The library contains nearly seven thousand carefully selected volumes, and is supplied with the standard periodicals. The room is bright and cheerful, and is furnished with separate chairs and tables for study purposes.

The physics, chemistry, and biology laboratories are thoroughly equipped with the most modern apparatus.

The room for drawing and manual training is furnished with eighteen double workbenches and all necessary tools. It is a large room, 50 by 50 feet, with a northern exposure, thus insuring a steady light, and is well supplied with reference books, photographs, casts, and objects for still-life study.

The gymnasium, located in the west wing, is a large room, 36 by 74 feet, and 18 feet high. The equipment, intended for the Ling or Swedish system of gymnastics, is entirely new and is ample to meet all the requirements of the courses in physical education.

The entire building is heated throughout by the latest and most approved system of steam heating. The class-rooms are all well lighted and are furnished with special tables and revolving chairs in place of the unhygienic school desks so often seen in older Normal Schools. The corridors are all bright and cheerful, being as thoroughly lighted as the

class-rooms. They, too, are connected with the heating system, and are kept as warm and comfortable as the class-rooms.

In the erection of the building, the Board of Trustees took advantage of the ample grounds, and spread it over considerable space instead of running it up three or four stories to the discomfort of students and teachers. A glance at the cut on the second page shows that the building is but two stories in height.

These improvements place the school in line with the best appointed educational institutions in the country.

* * *

ATHLETICS.

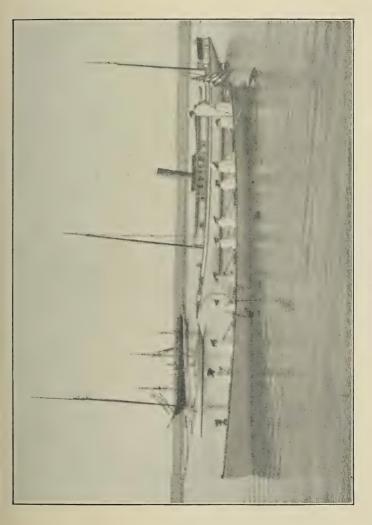
The campus, consisting of sixteen and one-half acres, affords ample opportunity for all forms of outdoor games. There are two athletic associations—one made up of young women, in charge of the instructor in physical education, and another consisting of young men, under faculty direction. An athletic field has been laid out on which there are two baseball diamonds, two tennis courts, two basketball courts, two volleyball courts, a running track, and a gridiron for football. Besides these facilities for physical development, the Faculty and students have organized a Normal School rowing association. The association, which is made up of six crews, owns a well-equipped eight-oared barge. Some one of these crews under student officers may be seen daily, outside of regular school hours, rowing on the bay. The superior officers of the association are a commodore and a business manager, chosen from the Faculty.

* * *

SANITATION.

The Secretary of the State Board of Health, in his report to the Board, dated June 30, 1900, on the sanitary conditions of the public buildings of the State, says:

"The Normal School buildings have received your attention. * * * In this connection we feel called upon to make special mention of the State Normal School at San Diego. In the erection of this building more attention has been given to modern sanitary requirements than in any other public building in the State. The structure is so planned that each class-room, recitation-room, and office is equipped with two separate air shafts; the library and assembly-rooms, being larger, have four such shafts. * * * In the toilet-rooms the air is drawn down-



ward through the closets and urinals by means of a hot-air shaft, with which they are exclusively connected. The system is a perfect success, and absolutely prevents the escape of gases or odors into the toilet-rooms. * * * *''

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LOCATION.

The school is located on University Heights, a mesa three hundred and fifty feet above the waters of the bay. The outlook is beautiful, commanding a view of the city, the matchless bay, Point Loma, the ocean, and the islands of the sea. To the north and east the horizon is broken by mountain chains and rugged peaks.

* * *

TRAINING SCHOOL.

The Training School consists of the regular eight public school grades, wherein the usual elementary branches are taught by approved modern methods.

All teaching in the Training School is closely supervised by members of the Normal School faculty. The classes are small, admitting of much individual instruction. Those pupils who, by reason of some defect, weakness, or other peculiar condition, need special attention, are given such attention, at the same time carrying the regular work of the grade. The general health of the child, his growth, and the condition of his sense organs, especially the eye and ear, are closely watched. Principles of seating, lighting, ventilation, and heating are concretely applied.



SOUTH PORTICO.

BRIEF DESCRIPTION OF THE COURSES.

EDUCATION.

Though the aim of the work in "Education" is to make teaching as soon as possible a process in which theory and practice are scarcely to be distinguished, it is considered essential to the mastery of the process that it begin with the aspect called theory. Before engaging in practice the student-teacher should see clearly the end for which practice exists. In keeping with this point of view, the broad problem of education is introduced from one to two terms before actual teaching begins. From this point on the two phases run parallel, the theoretical work centering more and more upon specific questions, to the end that the final result may be an enlightened and intelligent practice.

The theoretical aspects are presented in a course extending through eighty weeks. Effort is directed toward keeping in the student's mind from the beginning the central problem of education, namely, the taking of the child from where he is toward where he ought to be. To this end the usual method of presenting the theory of education under such heads as "Psychology," "Child Study," "School Hygiene," "Pedagogy," "Methods," and "History of Education" is not followed. Selection is made from all those fields of that material only which is pertinent to the problem, and this material is so organized that the student's knowledge is day by day made fuller along three lines—the nature of the child, the end to which he is to be educated, and the means to be employed in the process. The work throughout consists of lectures, selected readings, reports, papers, and class discussions.

Education I. The course begins with a discussion of the child as a growing organism. The student is introduced to the biological and evolutionary conceptions of the origin of the race, and is accustomed to the fact of growth. In a discussion of the meaning of infancy he is given some conception of the significance of education and is prepared for the next step—a consideration of the factors in growth: heredity and environment. Then follows a study of some special lines of growth and their control: height and weight; movements—instinctive, imitative, voluntary; the nervous system—its structure and functions; the conditions of nervous functioning—exercise and habit, play, fatigue,

epochs of growth, etc.; the evolution of the primitive self. This preliminary course concludes with a discussion of the sense organs and the simpler states of consciousness. The aim throughout is to present the child as an organic being, predisposed to grow along lines dictated by physical heredity, but capable of modification by environment. The course leads naturally into the work of the next twenty weeks, which treats of "The Growing Mind."

20 weeks; 4 hours per week.

Education II. The second part of the course treats of the child, now a psychological person. Along this line are discussed from a genetic point of view, the following topics: "The stream of consciousness," what the self is, the self-functioning in the conscious process—perceiving, discriminating, imaging, reasoning, judging, willing; conditions and control of the conscious process—attention, association, memory, interest, apperception; the ideally organized individual—the moral man in whom feeling, intellect, and will symmetrically blend in the higher human emotions and pass into effective action.

20 weeks; 3 hours per week.

Education III. The third part of the course treats of the body of culture in its relation to the child, as a psychological person. It presupposes academic work in the several branches of study and aims at an examination of these branches as nutrition for the growing mind. Assuming that education is the gradual adjustment of the educable child to the spiritual possessions of the race, it undertakes the study of these possessions, the body of culture, under the following heads: the scientific inheritance, the literary inheritance, the æsthetic inheritance, the institutional inheritance, the religious inheritance. Concerning each of these great traditions certain broad educational questions are raised, such as its primitive origin and the main features of its history; its significance as an expression of the racial and individual consciousness, its emphasis at the present time, etc. A description of the fairly separable directions within the tradition is attempted, with an estimate of each, and the educational value and service of the tradition as a whole are characterized as they have been set forth by their great exponents. In connection with the "institutional inheritance" a study of the social aspects of education is made under such topics as "the school and the family," "the school and the industrial order," "the school and democracy," "the school and the church." This general survey is followed by an examination of those epochs in history wherein particular traditions significantly affected educational theory and practice.

20 weeks; 3 hours per week.

Education IV. (a) The Elementary Curriculum. An attempt is made here to have the student focus the knowledge gained in the professional courses, the academic courses, and in the Training School, upon the problems presented by the elementary school curriculum, to the end of stating for himself governing principles for the selection of subjectmatter, its distribution along the grades, and the methods of its presentation. Each subject is therefore examined with a view to determining its appropriate educational service in a well-balanced curriculum.

- (b) School Administration. A brief survey of the general features of school administration in the United States, comparing it incidentally with that of the leading European countries; a study in detail of the California system of administration, including the powers and duties of the various school boards and school officers, the collection and distribution of school funds in California, the law for certificating teachers, the constitutional and statutory provisions for ethical, intellectual, scientific, and industrial improvement, etc.
- (c) Physical Education. This is a brief course designed to give the student-teachers a working knowledge of some of the most important phases of physical education.

The work is carried on by means of lectures, demonstrations, and personal investigations. The required courses of Physical Education I and II form the basis.

Description of course:

- I. Games—Theory and Practice.
- 2. School and Personal Hygiene.
- 3. Emergencies.

20 weeks; 5 hours per week.

Teaching III and IV. Each student teaches in the Training School during the entire Senior year, one hour per day during the first term and two hours per day during the second.

In order that each student may practice in all subjects of the elementary curriculum, these subjects are classed into six groups. The teaching in each group is supervised by one or more members of the Normal School faculty. This supervision consists of the directing of the daily teaching by means of lesson plans, model recitations, and individual suggestions, and of instruction in a class composed of all the student-teachers of the group. This class meets regularly for the discussion of the practical problems connected with the daily recitation, the material to be presented, the mental processes involved in thinking and acquiring the subjects, the educational service of the subjects, and the most effective methods of presentation. The several groups are as follows:

(1) Primary Reading, Language, and Number; (2) Grammar Grade

Reading, Language, and Arithmetic; (3) Nature Study, Geography, and Composition; (4) History, Civics, and Composition; (5) Literature, Interpretative Reading, and Composition; (6) Music, Drawing, Manual and Physical Training. Teaching assignments are so made that each student teaches in primary, intermediate, and upper grades. Credit in "Teaching" is given when the requirements for each group have been fully complied with, and when the student is deemed by the supervisors of the several groups a fit and responsible person to be entrusted with the care of a public school.

Education I, II, III, and IV form a continuous series and must be taken in the order indicated. The student begins teaching in the capacity of an assistant during the time he is taking Education II. While taking Education III he teaches a class one hour per day, and two hours per day while taking Education IV. The teaching and the group classes described above occupy 600 periods. In the Senior year three fifths of the work of the first term and all of that of the second term are directly concerned with class-room teaching.

These courses in education continue throughout the junior and senior years.

ENGLISH.

- (a) Grammar. A review of grammar, based as far as possible upon the text adopted by the State, with especial emphasis upon parsing and sentence structure.
- (b) Reading and Phonics. Phonic work, including articulation drill, and study of English sounds and of the action of the organs in forming them. Practical work in expression: time, pitch, quality, force. Analysis of various type-selections. Discussion of methods to be used in the teaching of reading.

20 weeks; 5 hours per week.

TEXT.—Grammar, State series.

Clark: How to teach reading.

LITERATURE.

A study of the evolution of English Literature from Anglo-Saxon days to the present time. Lectures, accompanied by wide reading and by class study of typical masterpieces.

This subject will be offered in two sections. Students may receive credit for the course by taking either (a) or (b).

(a) From the Beowulf to 1700, with special emphasis upon (τ) the beginnings of our literature before the Norman conquest, (2) the work of Chaucer, and (3) the age of Shakespeare.

Offered in the Autumn semester. 20 weeks; 3 hours per week.

(b) From 1700 to 1900, with special emphasis upon (1) Pope and the Classical school, (2) Wordsworth and the Romantic school, and (3) the age of Tennyson.

Offered in the Spring semester. 20 weeks; 3 hours per week.

HISTORY.

Economic History. This is an advanced course, occupying one semester. The aim is to give students a comprehensive view of the economic development of Europe and America through lectures, assigned readings, and special reports. The course opens with a study of the industries of primitive man, tracing the development of the various industrial stages up to the age of agriculture. At this point the economic phases of feudalism are taken up with particular reference to the land question. The evolution and organization of mediæval industries next receive attention, the following topics receiving special treatment: Manorial life; rise of towns; growth of handicrafts; the guild system; the Hansa towns; the banking system; development of commerce, etc. Gradually the scope of the work is confined to the industrial history of England, which is treated quite thoroughly, leading directly to the economic history of the United States. The course closes with a discussion of some of the problems of a social and industrial character which modern society is endeavoring to solve.

Throughout the course an attempt is made to induce students to apprehend the true relations between economic, social, and political development, and to perceive the fact that many political and social theories and institutions rest upon an economic basis.

20 weeks; 3 hours per week.

MATHEMATICS.

Arithmetic. This course is designed to include preparation from the method side as well as a careful review of the more difficult parts, with the aim of bringing out the simplicity and unity of the subject. Following as it does the courses in Algebra and Geometry, it is aimed to give a more comprehensive view of the subject than would be possible

without such preparation. The first part of the course is devoted to Primary Number Work, and the remainder of the term to Advanced Arithmetic.

- (a) Primary Number Work. This part of the course begins with a series of lectures and illustrative lessons on number work for the third and fourth years of the elementary schools, embracing the forty-five combinations and their application to addition and subtraction; development of the multiplication-division table, and its application to multiplication and division; notation and numeration; a few of the simpler tables of weights and measures considered concretely, together with examples in reduction, addition, subtraction, multiplication, and division involving these tables; the development of the fraction, including the decimal to hundredths, accompanied by many very simple examples illustrative of the principles that underlie nearly all the operations in common and decimal fractions.
- (b) Advanced Arithmetic. The immediate purpose of this part of the course is threefold, viz., to review and strengthen previous knowledge, to acquire accuracy of computation, and to lead the student to comprehend the true philosophy of arithmetic by a thorough comprehension of its basic principles and the consequent discovery of identities. It too often happens that the work of students in arithmetic is a mere "juggling with numbers" to secure the "answer," and to avoid this, great care is exercised by the department to present the subject in as realistic and tangible form as possible, so that the student may acquire the habit of forming clear and distinct mental pictures of conditions as they exist. Special emphasis is placed upon the importance of thoroughness and accuracy in the fundamental operations.

20 weeks; 4 hours per week.

Text.—New State Arithmetic, supplemented by work from reference books.

GEOGRAPHY.

- V. Realizing that teachers need to know more of a subject than they are required to teach, it is sought in this course to extend the knowledge of the students in those branches of learning which immediately underlie any course in elementary geography. These branches are:
- (I) Astronomy. Here the student is given such a comprehension of the universe as a whole that the relation of the earth to other parts becomes sufficiently clear to be correctly visualized.
- (2) History of the Earth as a Planet. Under this heading La Place's "nebular hypothesis" is discussed and the astronomical theory of the ice age is given.

- (3) Historical Geology. Geologic ages and periods are illustrated by a collection of fossils and rocks. Mountain formation is studied, chronologically as far as possible.
- (4) Papers are written and discussed in class covering the development of successive stages in civilization.
- (5) Outdoor work is required on stratification, erosion, cloud study, etc. A visit is made to the local Weather Bureau to study methods in meteorology.
- (6) Special attention is paid to the physiography of North America, with lessons in methods of teaching its political and historical geography.

20 weeks; 3 hours per week.

TEXT.-Dryer: Lessons in Physical Geography.

BIOLOGY.

This course will consist of lectures and demonstrations on the fundamental structures and functions of animal and plant forms. The correlation of the natural laws that are involved in the different functions will be particularly dwelt upon. The intent of the course will be to give those things necessary for the successful teaching of Nature Study.

20 weeks; 3 hours per week.

PHYSIOLOGY.

This course consists of a study of the gross anatomy of the human body and of a series of experiments on the functions of the various organs of the body, supplemented by lectures and assigned reading of the standard authors.

20 weeks; 5 hours per week.

DRAWING AND MANUAL TRAINING.

I. Freehand constructive drawing from type forms.

Freehand perspective in pencil from type forms, still-life and nature. Pencil sketching and water-color from still-life, flowers, fruits, and landscapes from memory.

Home work. Raffia weaving and whittling course suitable for country schools.

20 weeks; 5 periods a week.

II. Short course in mechanical drawing having a direct bearing upon the sloyd course.

Short course in design.

Charcoal from cast and life.

Short course in wood work. Models will be made which will teach the use of common tools, and elementary methods of joinery.

20 weeks; 5 periods a week.

Teaching Conferences. One half the time will be given to talks having direct bearing upon the teaching; the other half will be given to paper sloyd and clay modeling, story illustrating, and blackboard work.

DOMESTIC SCIENCE.

The courses in detail will be announced at the opening of the autumn term of school.

MUSIC.

I. Elementary theory.

Pitch of sound.

Length or duration of sounds.

Intervals.

Major scales.

Rhythm and meter.

Sight-singing.

Ear-training.

20 weeks; 3 hours per week.

II. Elementary theory.

Review of first term.

Sight-singing continued.

Ear-training.

Minor scales.

Synopsis of harmony.

History.

20 weeks; 3 hours per week.

PHYSICAL EDUCATION.

The courses in Physical Education are based on the Ling or Swedish system. The young women are examined by the special examining physician, and are required to take the gymnastic drill unless excused by the examining physician. A careful record is kept of the physical condition of each student, and any who show marked defects of posture or carriage are given private corrective work.

The regular drill consists of formal exercises in which the corrective, educational, and hygienic elements are combined. Much time is devoted to formal games which afford relaxation, at the same time developing alertness and a spirit of comradeship. Informal talks on hygiene are introduced, according to the special needs of the various classes

Gymnasium suits are uniform in cut and color, hence students are advised not to have suits made before seeing the Instructor of the department.

The physical work of the young men is under the direction of the chairman of the Faculty Athletic Committee.

Professional Course.

- I. During the first term of this course each student devotes three hours a week to formal class drill tending to place the individual upon a higher plane of physical control and well-being.
- II. The work of the second term consists of formal gymnastics, organized games, and the use of light apparatus. An attempt is made to arouse a spirit of genuine enthusiasm for games, both for the benefit of the students themselves and as a preparatory step toward the later teaching of games.

Courses I and II are designed (a) to gain for each student her highest physical efficiency; (b) to present the fundamentals of physical exercise in such a manner that the members of the classes may give intelligently simple exercises in the school-room.

ACADEMIC-PREPARATORY COURSE.

9 B.		9 A.	
English	5	English	5
Algebra	5	Algebra 5	5
Botany	5	Botany	5
Ancient History	5	Ancient History	5
Physical Education 2 or	3	Physical Education	2
10 B.		10 A.	
English	5	English	5
Geometry	5	Geometry	5
Mediæval and Modern History	5	Mediæval and Modern History 5	5
Chemistry	5	Chemistry 5	5
Physical Education	2	Physical Education	2
11 B.		11 A.	
English	5	English	5
English History	5	English History	5
Physics	5	Physics	5
Latin, or an elective	5	Latin, or an elective	5
Physical Education	2	Physical Education	2
12 B.		12A.	
English	5	English	5
American History	5	American History	5
Zoölogy	5	Zoölogy	5
	2	Physical Education	2
Physical Education	_		

REQUIREMENTS FOR ADMISSION.

Students who have finished the grammar grade courses or their equivalent will be admitted on the recommendation of their teachers.

Candidates for admission must present one or two letters of recommendation from responsible people—former teachers, where possible.

BRIEF DESCRIPTION OF ACADEMIC COURSES.

ENGLISH.

Throughout the course written work will be required. Such text-books in Composition or Rhetoric as may be needed will be employed, but much of the theme work will be independent of these. The general fields of this work, progressing from First to Fourth years, will be narrative, descriptive, expository, argumentative, and critical.

First Year. Oral and written expression.

- 9 B. Bulfinch's Mythology. Palmer's translation of Homer's Odyssey. Gayley's Poetry of the People.
- 9 A. Scott's Lady of the Lake. Scott's Ivanhoe.

Second Year.

- 10 B. Literary selections from Genesis, Exodus, Ruth, and Esther. Shakespeare's Merchant of Venice and Julius Caesar.
- 10 A. The Technique of Reading, accompanied by the reading, memorizing, and study of selections, and by the oral presentation of original or acquired matter.

Third Year.

- II B. Tennyson's Idylls of the King. Lowell's Vision of Sir Launfal. Prose Essays by various authors.
- II A. Macaulay's Life of Addison. Milton's shorter poems, including Comus. Thackeray's Newcomes or George Eliot's Romola.

Fourth Year.

- 12 B. Arguments and Orations, with constant practice in short speeches, developing one or two points fully. Two carefully prepared arguments must be presented.
- 12 A. The History of English Literature, approached chiefly through the study of poetry, beginning with Chaucer's *Prologue* and ending with the Victorian poets.

HISTORY.

Ancient History. A year's course beginning with a brief account of the Oriental peoples who contributed directly to European civilization, followed by a more intensive study of Greek and Roman history, and closing with a study of the early middle age to the death of Charlemagne. The course is necessarily extensive rather than intensive, dealing with the larger phases of the progress of civilization. The purposes are: (1) To enable young people to build up a coherent mental picture of the successive epochs and nations that compose the historical perspective from prehistoric times to the close of the Carolingian age; (2) To cause students to perceive some of the fundamental laws and principles that seem to condition all social and political development; (3) To develop the historical sense—the power to see with the mind's eye, to imagine, to reconstruct; (4) To induce students to love history for its own sake—to appreciate the romance, the heroism, the succession of dramatic pictures, that the unfolding ages disclose.

The course affords adequate preparation for the study of Mediæval and Modern history or of English history. Illustrative material in abundance is available, and frequent references are made to secondary authors and original sources; but not much in the way of so-called "research" work is attempted.

Mediaeval and Modern History. This course extends throughout the school year and takes up the history of Europe at the close of the Carolingian era and carries it down to the present. An effort is made to discover and to trace the development of the various forces which the "ancient world had brought together and which had been partially fused" during the period from the fall of Rome to the breaking up of the empire of Charlemagne. The interaction of these forces resulted in the rise of nations. This fact is constantly kept in mind, and thus much of the otherwise rather confused history of the middle age is clarified and made intelligible to secondary students. The development of England, France, and Spain as homogeneous nations, therefore, receives a much larger share of time and attention than the complicated and perplexing history of the relations of "The Empire and Papacy." Such topics as the Crusades, the Church, Feudalism, Scholasticism, the Rise of Towns, the Renaissance, are treated separately as movements or institutions affecting the whole of Europe. The course covers eleven centuries, but proportionately much more time is given to recent modern history than to the middle age, as many recitations being allotted to the last two hundred years as to the previous nine hundred. The class work is conducted on the topical plan, and consists largely of assigned readings and oral discussions of topics.

English History. A comprehensive survey of the development of the English nation from the earliest time to the present, extending throughout the school year. Events to the time of Egbert are passed over rapidly, but emphasis is given to Anglo-Saxon customs and institutions. Since this course, or its equivalent, is prerequisite to the study of American history, special attention is given to the origin and application of the principles of civil rights and representation which have become fundamental to the government of the United States. In connection with this course such special topics are considered as will exhibit the relation of English history to important European movements, e. g. development of the Christian Church, the Crusades, Feudalism and Chivalry, the Renaissance, the Reformation, the French Revolution. Though the romance and the influences of war and the value of biography are fully recognized, still throughout the course consideration is given chiefly to social, industrial, and political development. The class work consists of research in the library with notes on readings, oral discussion, and written reviews.

American History and Civics. The purpose of this course is to secure tolerably full and accurate knowledge of the history of the discovery and colonization of the American continents; the development of the English colonies and the United States of America, considered under the following heads: (1) Geographical knowledge before 1492. (2) Conditions that led to the discovery of America. (3) Explorations in the New World. (4) Colonization. (5) Strife between French and English. (6) England's colonial policy. (7) The struggle for independence. (8) The "Critical Period." (9) The making of the Constitution. (10) Federal supremacy—the founding of nationalism. (II) Republican supremacy—sovereignty of the people. (12) "Era of good feeling"—rise of new issues. (13) National Democracy-tariff, internal improvements, industrial revolution. (14) The Jacksonian epoch—states' rights, national finances, territorial expansion. (15) Slavery and the Civil War. (16) Reconstruction. (17) Industrial development-immigration, currency, tariff, trusts and trade unions. (18) Reunion and expansion. The course extends through forty weeks and consists of research, oral and written reports, and class discussion.

MATHEMATICS.

Algebra. In scope, this course includes all the subjects in algebra that are essential to a thorough understanding of higher arithmetic, elementary geometry, and the elements of physics. Special emphasis is placed upon the fundamental operations; the laws of brackets; the various methods of factoring, including the use of the factor law; the

application of factoring to the solution of equations that can be readily resolved into linear factors; common divisors and multiples; binomial theorem for integral exponents; the combining and simplifying of fractions; formation and solutions of simple equations with one or more unknown quantities; the theory of exponents, integral and fractional, positive and negative; the calculus of radicals; quadratic equations, both single and simultaneous; the various methods of solving quadratic equations; the solution of all equations that are reducible to the quadratic form; the nature of the roots of the general quadratic equation, and the formation of equations from given roots.

The subject-matter is treated as simply as is compatible with mathematical rigor; consequently it may be mastered by any ordinarily intelligent student with a fair knowledge of grammar school arithmetic. The fundamental ideas and principles are first developed inductively, then the principles are formulated into simple and concise statements, after which the rigorous proof is given. Throughout his course the student is required to acquire facility and accuracy in the manipulation of algebraic expressions as well as to understand the meaning of the various operations he is called upon to perform. He is required to solve, independently, many moderately difficult problems involving both numerical and literal quantities.

TEXT.-Stone-Millis: Essentials of Algebra-Brief Course.

Geometry. Some of the most important objects aimed at are to develop the power of clear, concise, and logical reasoning, to cultivate the power of earnest, original investigation, and to incite and stimulate the spirit of inquiry into mathematical truth. To secure these results the student is required:

- (a) To know thoroughly the definitions, axioms, and postulates, and to state them accurately in his own language or in the language of the text.
- (b) To be able to prove every reference cited, going back step by step until the final proof rests upon the primary definitions, postulates, and axioms, both in proving theorems and in solving problems.
- (c) To be able to apply the principles of geometry to practical and numerical examples, to construct his own diagrams readily with ruler and compass, and to give independent solutions, constructions, and demonstrations to a great many original exercises.

To accomplish the above results with the least expenditure of time and energy, the student is expected, before reading the solution or proof given in the text-book, to try to find one for himself, making use of the author's diagram if necessary, and if he succeed, his solution is made the basis of class discussion, in which the superior methods of attack are critically compared. Besides the regular daily class work, many oral and written reviews are held, thereby strengthening the previous work.

TEXT.—Beman and Smith: New Plane and Solid Geometry.

PHYSICAL SCIENCES.

Chemistry. The course consists of three recitation periods and two laboratory periods per week throughout the year.

One term is devoted to a general study of inorganic chemistry.

In the second term the work is extended to cover the principles of organic chemistry and the application of chemistry to agriculture.

The laboratory work in agricultural chemistry is based upon Coleman and Addyman's "Practical Agricultural Chemistry." It includes tests for the constituents and properties of farm produce, fertilizers, soils, dairy products, and food materials. The experiments are so arranged as to give a scientific acquaintance with substances commonly met with on the farm.

A study of the soil-producing and metal-bearing minerals is illustrated by a collection of minerals and rock.

TEXT.-Newell's Descriptive Chemistry.

Physics. The elementary principles of Mechanics, Heat, Magnetism, Electricity, Sound, and Light are made the basis of vigorous and thorough instruction in the class-room, based upon experiments performed by the students in the laboratory. These are, for the most part, quantitative in character and of such a nature as to admit of accurate measurements by the student.

The main object in these courses is to train the student to observe carefully and accurately the phenomena of nature; to draw correct conclusions from his own observations and from the data collected by others; to become acquainted with the most important principles and laws of nature; and to understand how these principles are made use of in mechanics and appliances useful to mankind.

TEXTS.--Carhart and Chute: Elements of Physics.
Darling's Manual.

BIOLOGICAL SCIENCES.

Botany. An elementary course in botany is offered, consisting of a study of the various types of plants. The Fall Term will be devoted particularly to the relationship between physiography and botany of

seed-bearing plants. In this term soil-formation by erosion, weathering, etc., are observed through experiments; also climatology is studied in various phases. This develops the conditions necessary for plant growth. The functions of the parts are then studied with reference to physical and chemical principles involved. The Spring Term will be devoted to familiarization with the characters of various flowering plants and the gathering of a small herbarium. The ecology of some of the plants is taken up with especial reference to those grown in California. Finally, a brief study will be made of the various types of non-flowering plants. The course will serve as a foundation for the teaching of agriculture and nature-study in the grades.

Zoology. This course is based on the laboratory study of types of the great groups of animals. The Fall Term will be used in the study of Invertebrates; the Spring Term, in the study of Vertebrates. The habits and physiology of the various animals will receive much attention, in order that this course may form the basis of the future work in Physiology.

No text is used, but constant reference is made to the standard works on zoölogy.

LATIN.

The course in Latin will cover such work as is necessary to meet the minimum requirement for admission to the leading universities.

PHYSICAL EDUCATION.

The general notes regarding Physical Education (page 27) apply also to the preparatory courses. During the entire four years two hours a week are given to physical work. Occasional lectures deal with simple phases of personal hygiene, much stress being placed upon the acquiring of good habits of personal care.

Little apparatus is used, the whole aim being to develop in the individual physical poise and buoyancy by means of class drill, æsthetic gymnastics, and games.

CATALOGUE OF STUDENTS.

SENIORS.

Ault, OliveSan Diego	Lydick, C. EthelSan Diego
*Austin, Marie IEscondido	Mack, Hazel CBloomington
Bailey, GraceSan Diego	McCaffery, LenaCorona
Barber, FloraSan Diego	Mimms, LutieCarmen, Okla.
Bennett, VonnieSan Diego	Niccum, KatherineSan Diego
*Bigham, WalterWoodville	Noonan, Ida MSan Diego
Black, PaulineSan Diego	*Peirce, Norma VSan Diego
Blosser, EdnaSan Diego	*Permin, Laura CSan Diego
Breen, MargaretSan Diego	Peter, Susan AliceSanta Rosa
*Butterfield, JanetSan Diego	Pitman, Ruth ENational City
Chalmers, UlaSan Diego	Raymond, FlorenceSan Diego
Colbert, Edna GailSan Diego	*Ricker, ErmaSan Diego
Crosby, Ethel LSan Diego	Rieke, Gertrude AOceanside
*Dana, Mrs. MarySan Diego	Roberts, Eulia S San Diego
DeBurn, RaySan Diego	*Rodgers, Helena BLa Mesa
*Einer, EmmaEscondido	*Schussler, FredaNestor
Ellis, MabelIshpeming, Mich.	*Scott, Helen H National City
*Foster, Mae Ethel Emma, Colo.	Smith, Chester Effingham, Ill.
*Gaskell, EllenDehesa	*Somers, Olive CSan Diego
Gates, Vesta C Redlands	Stoker, Marie San Diego
George, EmmaSan Diego	Stone, Imogene TMesa Grande
Grandstaff, MaySan Diego	Wallace, Alice RSan Luis Rey
*Greer, FlorenceSan Diego	*Watkins, Eugenia ESan Diego
*Griswold, NellieSan Diego	*Wellman, Anna WColegrove
*Haines, Carrie Chula Vista	*Webster, Alice EJulian
Harney, MaySan Diego	Wight, Clayton J San Diego
Johnson, AmySan Diego	*Winter, Leda CSan Diego
Laughlin, MattieSan Diego	*Woolson, MargueriteSan Diego
*Lawrence, LenaLos Angeles	*Wright, Mrs. LucySan Diego
*Livingston, Nellie W San Diego	*Yager, Ursula ASan Diego
Love, Sue Berkeley	

JUNIOR CLASSES

JONIOR	LASSES.	
Adams, EdithSanta Maria	Bailey, Ida Maud	Julian
Adams, HelenEncinitas	Bailey, Virginia	Julian
Allen, Rhoda MaeSan Diego	Barker, Lynn	San Diego
Ament, Ruby FHope, Ark.	Beidleman, Edgar	Lemon Grove
Anderson, Lillian GSan Diego	Bell, Norma L	San Diego
Anthony, EdithSan Diego	Beller, Florence M	Carlsbad
Astleford, Ilda MSan Marcos	Berry, Faye C	San Diego
Bailey, Elizabeth J Nellie	Berwick, Alice L	Pismo
Bailey, GraceSan Diego	Beusch, Lyllian M	Nestor

^{*} Graduated before close of year.

JUNIOR CLASSES-Continued.

Boal, Alma	La Jolla
Boggeln, Isabel	San Diego
Borden, Olive M	El Cajon
Bourg, Eulalie	
Brooks, Ysabel	
Brown, Mrs. Lavinia	San Diego
Bryan, Nita	Lemon Grove
Butterfield, Ruth.	San Diego
Butts, Catherine I.	
Byron, Adelle	Sacramento
Campbell, Lena	-Pacific Beach
Casner, Emma Grace	Ramona
Casner, Lillie F	Bállena
Chalmers, Zoe Margaret .	San Diego
Clark, Josephine E.	Dulzura
Cleary, Sarah W	San Diego
Cock, Edith A.	
Colt, Mary B	
Cosgrove, Bernice	
Cowart, Ira He	ereford, Texas
Crawford, May	
Creekmur, Edda	
Crosby, Ethel Lea	
Cross, Ada Lee	
Cummins, Zora	
Curtis, JudithCar	bondale Colo
Daggett, Laura L	
Dahringer, Cecilia	Sacramento
Dana, Helen E.	
Devine, Mary	
Dimmick, Mabel	
Downs, George G	
Drury, Nan	
Duffy, Charles C.	
Evans, Edna E.	San Diego
Farr, Hattie	
Field, Estella G.	
Filkin, Nina E.	
Flack, Mary E.	
Forster, Senta	
Fox, Elizabeth	
Frary, Gladys M	
Frazee, Sarah Elizabeth.	
Gabrielson, Hazel M	
George, Vera L	San Diego
Geradehand, Clara	San Diego
Grant, Mrs. H. E Cas	ssopolis, Mich.
Graves, Eleanor M	Ramona
Gregg, Laura	
Grigsby, Hazei M	San Diego
Gripper, Julia L	San Diego

Gulack, Pearl LSan	
Gurwell, Charles SSan	1 Diego
Gunn, Mabel W	. Julian
Harper, MabelPhœnix	k, Ariz.
Harritt, Lotta M San	Diego
Harsha, Mabel ELemon	
Harter, Katherine South Pa	
Hawley, EdithSar	
Heilbron, IrmaSar	
Higgins, RuieSan	
Hinckley, Verna L Sar	
Holden, Effie MSar	
Holland, Vera F Sar	
Horder, Eva Grace Sar	
Horton, Irma May	
Irey, Gertrude MSar	
Johnstone, Eleanor N Pacific	Beach
Jordon, Hattie ASan	Diego
Kaidel, Louisa A San	
Killey, LillianSar	
Kilty, Agnes MSan	
Kilty, Margaret A San	
Kinkead, Katie M.	Moosa
Kramer, Etta In	aperial
Laws, GertrudeSar	Diego
Leppert, J. Helena	a Jolla
Loomis, FlorenceSan	Diego
Lowe, Adalene E San	Diego
Lowe, GraceSan	Diego
Lusk, Harry W San	
Maguire, Anna F Roxbury	
Mahler, Alice CSan	Diego
Mahler, ElizabethSan	Diego
Marks, Lela E.	Iulian
Mason, GenevaSan	
Maxwell, Dorothy	
McClellan, Ethyl Nation	al City
McClosky, Pearl L Tucson	
McDonald, Inez B Santa	
McLean, Clarrisa	Colton
McKee, Mrs. Helen M San	
McNamara, Christabel San	
Messer, Corinne M Sar	Diego
Miller, Lulu B Nation	
Morris, Mary VSar	
Morris, Maude A Sar	
Morrison, Sibyl L San	
Morse, Anna W Hartford Ci	ty. Ind.
Mulvihill, Margaret E Re	dlands
Nance CarrieSanta	Maria
Neely, Hattie Gay San	ı Diego

JUNIOR CLASSES-Concluded.

Neff, Edith E.	San Diego	Stephens, Mabel C	Exeter
Nickel, Mabel	Santa Ana	Stone, Pearl V	Ramona
Paine, O. Prue	San Diego	Stuart, Mary E.	San Diego
Parrish, Ella M	San Diego	Sullivan, Grace F	San Diego
Phillips, Harriet G	San Diego	Swartz, Bessie	San Diego
Pierce, Imogene	San Diego	Tarwater, Urban	San Diego
Pitman, Sadie E	National City	Turner, Iva M	San Diego
Plumer, Frances R.	San Diego	*Tyson, Robert	Oceanside
Plumer, Lillie	San Diego	Warriner, Harry H.	San Diego
Prewitt, MaryFarm	nington, Mass.	Waugh, E. Dorothy	San Diego
Reed, Mattie	San Diego	Weseloh, Grace	Sunnyside
Rhoades, Elizabeth R	Chula Vista	West, Louise C	San Diego
Richey, Florence I.	San Marcos	West, Lulu Ada	Santa Ana
Riedy, Mabel M	San Diego	Whitney, Lois	San Diego
Schlatter, Maggie M	San Diego	Williams, Martha B Mech	nanicsburg, O
Schulenburg, Hazel	San Diego	Williams, Mary Belle	"San Diego
Shafer, Ina E	San Diego	Woods, Alice V.	San Diego
Sharbrough, Clara R	San Diego	Wormser, Helena F	Chicago
Shaw, Constance M	San Diego	Wormser, Mary	Chicago
Shaw, Stella	Banner	Wright, Kate M	San Diego
Sinks, Helen	San Diego	Young, Jean Ora	La Mesa
Smith, Florence J.	San Diego	Zschoegner, Rebekah H.	San Diego
Stephens, Alma	Exeter		

ENROLLMENT.

Seniors 61
Junior Classes
Preparatory 74
300
Training School
Total enrollment 479

^{*}Deceased.

GRADUATES.

1899-1900.

Baker, Grace Amelia	Sorrento
Ball, Margaret	Coronado
Bass, Melissa Lee	San Diego
Clark, Anna	-National City
Crosby, Fred. A	
Cuff, Maud Anna	San Diego
Faddis, Miriam S	Otay
Flinn, Julia	Descanso
Greene, Katherine E	San Diego
Gregg, Elsie	
Hale, Martha	
Hayes, Caroline	San Diego
Irwin, Kate E.	San Diego
Kidwell, Nellie Casandra.	National City

Ladd, Ida Margaret	-Westminster	
Maxfield, Clara Emele	Jamul	
Neely, Robert H	Monrovia	
Philips, Edith Carr	San Diego	
Shaw, Sophie E	Long Beach	
Skinner, Edna May	San Diego	
Stanton, Eleanor Louise	San Diego	
Stevens, Roxana Huntington		
	National City	
Warren, William M	Glendale	
Webster, Mary Helen	National City	
Williams, Hallie M	San Diego	
Willis, Minnie Todd	San Diego	
Total	26	

1900-1901.

Bisbee, Henrietta Lyman	San Diego
Curtis, Florence Risley	San Diego
Griffith, Ethel L	El Cajon
Hatch, Elfreda N	Escondido
Head, Flora Sinclair	Santa Ana
Horrall, Annie	Julian
Johnson, Myrtle E	National City
Judson, Ethel B.	Bostonia
Justice, Viola	Richland
Laughlin, Stewart	Inglewood
Lindsey, Lawrence	Los Angeles
Meredith, Ethel A.	
	Curtis, Florence Risley Griffith, Ethel I Hatch, Elfreda N Head, Flora Sinclair Horrall, Annie Johnson, Myrtle F Judson, Ethel B. Justice, Viola Laughlin, Stewart Lindsey, Lawrence Lynn, Frank J

Milliron, Thyra Lucile	San Diego
Oden, Helen R	San Diego
Padrick, Daisy	San Diego
Parker, Blanche Adele	San Diego
Simons, A. Beatrice	Los Angeles
Stetson, Ethel Mary	San Diego
Van Fleet, Nora	Escondido
Wertz, Ira W	Santa Ana
Wile, Evelyn	San Diego
Wood, Elizabeth A.	San Diego
Wood, Maud E	Pasadena
Wood, Orville V	Compton
Total	25

1901-1902.

Balch, Emma Louise	Coronado
Banks, Belle	Los Angeles
Bingham, Leonard O	Woodville
Butler, Elizabeth Olive	San Diego
Butler, Jessie	Downey
Campbell, Myrtle	Riverside
Christian, Lena Helen	Norwalk
Cleave, Ada Belle	Escondido
Cochran, Mantie	Escondido
Coop, Marion I	San Diego

Elder, Olive	San Diego
Evans, Adelaide	San Diego
Fanning, William Emerson	1
I	olanthe, Mo.
Fenton, Laura E	Coronado
Field, Emma Dougherty	San Diego
Frederick, Benita	San Diego
Fuquay, Lourien Emily	San Diego
George, Florence E	Nestor
Grav, Ellen	San Diego

1901-1902-Continued.

Harrison, Anna Laura San Diego	Rowlee, FannieButtonwillow
Hildreth, Bird San Diego	Skinner, Asa LSan Diego
Jennings, Jane OrrellSan Diego	Smith, Margaret ESanta Ana
Johnston, Lucy Katherine Pacific Beach	Taylor, Frances Sybilla_Arroyo Grande
Kerns, Edith PageLos Angeles	Toy, Zelia Anna Santa Maria
Lesem, LilySan Diego	Van Arman, MaudSan Diego
Merritt, Daisy MargaretSanta Maria	Wackerman, JosephineSan Luis Rey
Merritt, Ida DorothySanta Maria	Wallian, Mary Helen. New York, N. Y.
Mulvey, Francis Kathryn San Diego	Warren, Margaret J.
Murray, Lois National City	Pembroke, Ont., Canada
Paden, Agnes MSan Diego	Waters, Flora La Jolla
Paine, EthelJulian	Watkins, Ena MarieSan Diego
Patterson, RuthSan Diego	Wisler, Emma Comstock San Diego
Price, Gertrude R Santa Ana	Wright, William ShermanSan Diego
Robert, Charles Roy San Diego	
Total	47 :

1902-1903.

Becker, Mary Celia Escondido	Lockyer, Anna EdithSan Diego
Beer, Virginia Esther San Diego	Mack, Flora AdeleSan Diego
Bostwick, EdithSan Diego	Martin, Belle Oceanside
Brown, Alice Henrietta Santa Ana	Mayes, Maud ElliottSan Diego
Brown, Ida AliceNational City	McAlmond, Alice T Potrero
Burch, Hattie Maria San Diego	McConville, Genevieve Katherine
Butler, JuliaDowney	San Diego
Carson, Verna BLakeside	McFadden, FloraSan Diego
Casner, EffieBallena	McGuire, DorotheaSan Diego
Chase, Mrs. Della HillSan Diego	McRae, GertrudeNestor
Christensen, NellieSan Diego	Merrit, PaulineSanta Maria
Cogswell, Mary GoddardSan Diego	Mott, Iva MaudeSan Diego
Davidson, Elsie A San Diego	O'Bannon, Mary Bowie San Diego
Dill, Alice LouiseSan Diego	Pitman, Dorothy National City
Drewisch, JosephineOneonta	Rawicz, Jeanette San Bernardino
Ellis, Anna Christine Descanso	Rawson, James PHemet
Evans, Cora MaeSan Diego	Read, Harriet CordeliaSan Diego
Faddis, Prudence PChicago, Ill.	Rowlee, Dollie Buttonwillow
Fraser, Ella HarrietSan Diego	Scott, Martha Marie National City
Gillis, Bertha AmeliaSan Diego	Sykes, Elsie Bernardo
Gillmore, JessieSan Diego	Somers, Susie Myrtle Escondido
Gillmore, MarySan Diego	Stockton, OraSan Diego
Goss, HelenSan Diego	Stork, BerthaSan Diego
Harritt, Luella FrancesSan Diego	Stover, Roy B San Diego
Holmes, Olive MaryReedley	Sturgis, Vera La Rue San Diego
Hornbuckle, SeykoraSan Diego	Tollan, Inez San Diego
Hudson, Kathryn B Santa Ana	Wackermann, Theodora. San Luis Rey
Jennings, BelleSan Diego	Wallian, Carlotta J San Diego
Johnson, Jessie MabelSan Diego	Wescott, LauraSan Diego
Johnson, Marjorie May National City	Winneck, Ruth V San Diego
Keene, Abbie MFallbrook	Woods, Margaret Louise San Diego
Light, Ada ANellie	You, Jennie GSan Diego
Total	63

1903-1904.

Anderson, Ethel V	
Anderson, Janet Webster	National City
Austin, Evangeline C	San Diego
Bigham, Charles E	Woodville
Carpenter, Margaret E	
Cathcart, Lillian Agnes	
Clendenon, Myrtle	
Dodge, M. Ethyl	
Drew, Gladys	
Evans, Martha Belle	San Diego
Fardelius, Mabel J.	San Diego
Flyte, Ethna ElizabethJ	
Gaskill, Erma	
Graham, Mabel	
Hack, Helen VMich	
Harlin, Madge	Riverside
Johnson, Ethel G.	San Diego
Journeay, Gertrude	San Diego
Kerr, Mabel Virginia	
Laughlin, Grace	
Laughin, Grace	Conto
Lee, Nettie H	Santee
Libby, Cora R	
Lindsey, Nora V	Los Angeles
	Total

Martin, Emily Emilia Fallbrook Maxfield, George H.....Jamul Merritt, Laura Santa Maria Munger, Bessie Aurelia San Diego Nugent, Effie Danforth Oceanside Odale, Alice L....Lemoore Paden, William Guy. Berkeley Pease, Wilda Bell.....San Diego Reinhard, Charles J. Los Angeles Richardson, Ida Mae.....San Diego Rolfe, Ina.....San Bernardino Rood, Vernon Van Voorhees. San Diego Sharp, Robert G..... Otay Teggart, Sarah Marion San Diego Tollan, Myra C. San Diego Waite, Elizabeth Grace.....Moreno Ward, Lola.....San Diego Washburn, Helen Gertrude Hanford Weight, Ethel Isabel San Diego Wilcox, Josie CorneliaBanner Winters, Maud Mabel Santa Maria

otal _____ 45

1904 - 1905.

Asher, Josephine Marion	
Barker, Iva Lois	San Diego
Bates, Annabel	
Bevington, Emily Nayne	Escondido
Black, Lois M	Edwards, Ind.
Borden, Ella Culver	
de Borra, Mary Alma	
Browne, Carol Louise	
Cartwright, Royden M	San Diego
Escher, Wily Emert	-
Frew, Grace	Point Loma
Fulton, Lulu.	
Galliher, Emma O'Dessa.	
Graves, Rose Anne	
Green, Hazel Adele	
Grosvenor, Frances E	
Harris, Kathryn E.	
Hawley, Olive L	
Hayes, Harriett	
Hayward, Lotta	
'Hazard, Lucile	
Ienshilwood, Jessie	
, j coolerer	Total
	I Utai

Jaeger, Helen Louise.....San Diego Jerman, OliveRamona Johnson, Harry Vincent San Diego Johnson, Lena San Diego Killey, May AdelaideSan Diego Knight, Ethel IoneCovina La Rue, Gertrude H.....Chula Vista Lickert, Lena Olivenhain Loveland, Ethel V....Bonsall Marshall, Alice.....Escondido Niven, Janet Ogilvie Point Loma Northrup, Genevieve San Diego Paine, Aimee San Diego Peterson, M. Ernest...... San Diego Rannells, Emma Kate Pacific Beach Storme, Frank Achilles San Diego Tompkins, Violet M San Bernardino Toy, Susan MaudSanta Maria Wadsworth, Flora Viola.....San Diego Walker, AntoinetteSanta Rosa Wood, Catherine M.....Escondido Woods, Hallie AdelaideSan Diego - ------44

1905 - 1906.

Adams, Alice A Encinitas	Landis, Christie FloydSan Diego
Adams, Claudia Eleanor San Diego	Loop, Marian Levora San Diego
Ball, Alice MaybelleLong Beach	Mabee, Virginia AliceSan Diego
Butler, Charles ErnestSan Diego	Miller, Pearl Anna San Diego
Chetham, Helen FlorenceSan Diego	Overing, Sadie VSan Diego
Cooley, Mary Louise San Diego	Powell, Etta
Culbertson, Mary AltheaSantee	Pruyn, Lula May Coronado
Derby, Frances Loraine San Diego	Reeves, Maud ESan Bernardino
Field, Alice May San Diego	Rockoff, Clara J San Bernardino
Foulke, Mary ERialto	Schultz, Hulda Alpine
Frost, Helen May San Diego	Shaul, Adalind
Galliher, Leitha Leora Los Angeles	Spears, Emma San Diego
Grandstaff, Veta San Diego	Stephens, Gussie Luella Exeter
Hall, Mattie S San Diego	Stork, Lydia BSan Diego
Hammack, Edith ChastianSan Diego	Tracy, Cora MFallbrook
Harman, DaisySan Diego	Wilkes, Josephine E Santa Ana
Journeay, AlbertaSan Diego	Woods, Clara Mae San Diego
Kenney, Elsie May Watsonville	Yates, NellSan Diego
Knight, Olive DeeAlhambra	
Total	27



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UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE.



ALOGUE or 1907-08 and ircular of Inforation for 1908-09

State Normal School San Diego, California

> FIRST TERM Begins September 14, 1908 SECOND TERM Begins February 1, 1909



STATE NORMAL SCHOOL

OF

SAN DIEGO, CALIFORNIA

Circular of Information

AND

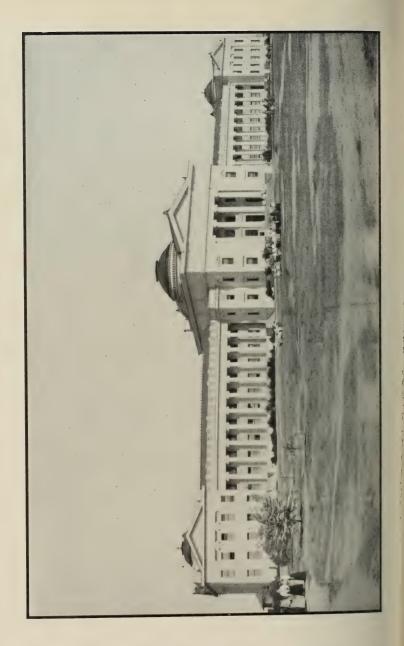
Announcements

FOR 1908-1909.

CATALOGUE, FOR 1907-1908

SACRAMENTO

W. W. SHANNON, - - - - - - Superintendent of State Printing



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CALENDAR FOR 1908-1909.

FIRST SEMESTER.

Training School conferences begin	- Thursday, September 10, 1908
General faculty meeting	- Saturday, September 12, 1908
Admission and general registration) Mandan Cantantana a
Admission and general registration Training School opens	- Monday, September 14, 1908
Class registration	- Tuesday, September 15, 1908
Thanksgiving recess begins at noon	- Wednesday, November 25, 1908
School reopens	- Monday, November 30, 1908
Holiday recess begins evening of	Wednesday, December 23, 1908
School reopens	- Tuesday, January 5, 1909
Semester closes	Friday, January 29, 1909

SECOND SEMESTER.

Admission and general registration	IN	Ionday, February 1, 1909
Class work begins	T	uesday, February 2, 1909
Spring recess begins evening of		Friday, April 2, 1909
School reopens		Monday, April 12, 1909
Dedication day		Friday, April 30, 1909
Commencement		Thursday, June 17, 1909

STUDENT BODY

BOARD OF TRUSTEES.

HON. JAMES N. GILLETT	,	- x Offic		-		-	2	Governor
HON. EDWARD HYATT,		Suj x Offic		tende	ent o	f Pul	blic	Instruction
ISIDORE B. DOCKWEILE	R,	- ,	-		-	-	I	os Angeles
HON. M. L. WARD, -	-	-	-	-	-	-	-	San Diego
CHARLES C. CHAPMAN,	-	-	-	-	-	-	-	Fullerton
DR. JOHN W. STEARNS,	-	-	-	-	-	-	-	San Diego
JOHN S. AKERMAN, -	-	-	-	-	-	-	-	San Diego

OFFICERS OF THE BOARD.

HON. M. L. WARD, -	-	-	-	-	-	-	- President
DR. JOHN W. STEARNS,	-	-	-	-	-	-	Vice-President
HELEN DALE,	_	-	-	-	-	-	- Secretary

EXECUTIVE COMMITTEE.

HON. M. L. WARD, DR. JOHN W. STEARNS, JOHN S. AKERMAN.



LIBRARY AND STUDY ROOM,

FACULTY, 1907-1908.

SAMUEL T. BLACK, PRESIDENT, - School Administration.

Pupil Teachers' Course, British Schools.

Teacher in rural schools of California, 1868–1870; Principal town and city schools, 1870–1889; admitted an attorney and counselor-at-law in the Supreme Court of California, 1879; Principal Ventura High School, 1889–1891; County Superintendent Ventura County, 1891–1895; State Superintendent of Public Instruction, 1895–1898. (Appointed September, 1898.)

EMMA F. WAY, PRECEPTRESS, - Reading and Preparatory Latin.

Grand River Institute, Ohio.

Principal Grammar School, Liberty, Ohio, 1876-1877; Preceptress Grand River Institute, 1877-1878; Instructor in Mathematics, Warren High School, Ohio, 1880-1886; student Oberlin and University of California, 1886-1887; Principal Southwest Institute, San Diego, 1887-1899. (Appointed October, 1898.)

ALICE EDWARDS PRATT, REGISTRAR, - - - English.

Ph.B., Univ. Cal.: Ph.D., Chicago.

Assistant Principal, Santa Rosa Seminary, 1883-1892; graduate student and Fellow, University of Chicago, 1892-1897; Critic in English, Vassar College, 1897-1898. (Appointed October, 1898.)

EDITH McLEOD, - (Principal Training School and (Supervising Teacher Grammar Grades.

State Normal School, Mass.; Graduate Teachers' College, Columbia.

Teacher grammar schools of Massachusetts, Wyoming, and California, 1871-1890; Principal of City Grammar School, San Diego, 1890-1899. (Appointed July, 1899.)

ELISABETH ROGERS, - - Supervising Teacher Primary Grades.
State Normal School, Albany, N. Y.

Principal primary department training school State Normal School, Chico, California, 1890-1900. (Appointed July, 1900.)

J. F. WEST, - - - - - - Mathematics.

A.B., Stanford; Graduate student, Harvard.

Teacher rural schools of Illinois, 1885-1888; Principal Compton schools, California, 1888-1893; Principal Paso Robles High School, 1893-1896. (Appointed July, 1900.)

W. F. BLISS, - - - - - History and Civics.

B.S., Mount Union; B L., Univ. Cal.

Teacher and principal rural and village schools, Pennsylvania and Ohio, 1878–1884; Vice-Principal Beaver High School, Pennsylvania, 1886–1889; Superintendent city schools, Rochester, Pa., 1889–1891; Supervising Principal, Colton, Cal., 1892–1898; Vice-Principal and Instructor in History, High School, Santa Barbara, Cal., 1899–1900. (Appointed September, 1900.)

W. T. SKILLING, - - - - - Physical Sciences.

State Normal School, Los Angeles, Cal., M.S., Univ., Cal.

Teacher in public schools, Los Angeles, Cal., several years; Assistant in Physics, University of California, 1899–1901. (Appointed September, 1901.)

ANNA H. BILLINGS, - - - - - English.

B.L., Smith College; Ph.D., Yale University.

Instructor, Smith Academy, Mass., 1881–1887; Instructor in English, University of Southern California, 1892–1894; Instructor, Latin and German, High School, Riverside, Cal., 1894–1895; Instructor in English, High School, Redlands, Cal., 1898–1899; Instructor in English and German, High School, Long Beach, Cal., 1992–1993; Substitute in English, State Normal School, San Diego, Cal., 1904–1905. (Appointed July, 1905.)

Gardener.

Physical Education. JESSIE RAND TANNER, Graduate Boston Normal School of Gymnastics. Substitute, High School, Fort Plain, N. Y., 1897–1899; student, Syracuse University, 1899–1900; tutor, Brookline, Mass., 1901–1902. (Appointed July, 1904.) HARRIET H. GODFREY. English and History. B.L., Univ. Cal. Instructor in English, San Diego High School, 1895–1898; Instructor in English and History, Alameda County Union High School, Centerville, 1899–1901; Instructor in English, San Diego High School, 1901–1905. (Appointed July, 1905.) Drawing, Manual Training. EMILY O. LAMB. State Normal School, Brockport, N. Y.; Normal Art Course, Pratt Institute, N. Y. Substitute in Drawing, State Normal School, Brockport, N. V., 1894-1895; Departmental Drawing, grade schools, Newton, N. J., 1896-1897; Department of Drawing, Cumberland Valley State Normal School, Pa., 1897-1899; Supervisor of Drawing in grade schools and High School, Santa Barbara, Cal., 1900-1904. (Appointed July, 1905.) W. C. CRANDALL, Biological Sciences. A.B., Stanford University. Instructor in Science, Ogden High School, Utah, 1899-1904; Instructor in Science, Kern County High School, 1904-1905. (Appointed July, 1905.) W. W. KEMP, DIRECTOR OF TRAINING SCHOOL, Education. .A.B., Stanford University. Master and instructor in history, Hoitt's School, 1899-1903; Principal city school, Alameda, 1903-1904, 1905-1906; graduate student and assistant in education, Stanford, 1904-1905. (Appointed August, 1906.) L. ARENA DAVIS, Music. Special preparation, State Normal College, Ypsilanti, 1901-1902; graduate Thomas Normal Training School, Detroit, 1904; Supervisor of Music, Tupper Lake, N. Y., 1904-1905; Tecumseh, Mich., 1905-1906. (Appointed August, 1906.) MRS. ADA HUGHES COLDWELL. Household Arts. Grade Teacher, Alameda, Cal., Schools, 1895-1899; Special study, Europe, 1899-1900; Supervisor of Drawing in Grades and High School, Alameda, Cal., 1900-1906; Special Student in Domestic Science, Teachers' College, Columbia University, New York City, 1907. (Appointed June, 1907.) MRS. LYDIA M. HORTON, Librarian. DR. CHARLOTTE J. BAKER, - Medical Examiner. PAULINE T. BLACK. Assistant in Training School. HELEN DALE. Office Secretary. HERRICK S. COLE, -

MARTIN ROTH,

PROFESSIONAL COURSE.

JUNIOR YEAR.						
FIRST SEMESTER. Education I	SECOND SEMESTER. Education II. 3 Physiology 5 Arithmetic 4 Drawing II 2 Woodwork or Sewing 3 Music II 3 Physical Education II 2					
SENIOR	SENIOR YEAR.					
FIRST SEMESTER. Education III	SECOND SEMESTER. Education IV					
Teaching I 5 Teaching Conferences 4	Teaching II					

Twenty minutes of chorus practice daily throughout the entire course. The Arabic numerals denote the number of recitations per week. Recitations last forty-five minutes, with intervals of five minutes.

PLAYGROUND.

REQUIREMENTS FOR ADMISSION.

Candidates for admission must be at least sixteen years of age, of good moral character, and physically healthy.

All applicants for admission must sign the following declaration:

I hereby declare that my purpose in seeking admission to the State Normal School of San Diego is to fit myself for teaching, and that I intend to teach in the public schools of California, or of the State or Territory in which I may reside.

Applicants will be admitted as follows:

- (a) Recommended graduates of accredited secondary schools of California.
- (b) Graduates of secondary schools outside of California; provided, their credentials are the equivalent of recommended graduation from a California secondary school.
- (c) Applicants partially recommended, and graduates of non-accredited high schools, will be admitted conditioned upon making up deficiencies, either by examination or by class work, at the option of the department concerned.
- (d) Applicants presenting credentials from institutions of the college grade will be assigned to such advanced standing as, in the judgment of the Committee on Advanced Standing, their credentials may entitle them to; provided, all such students shall be required to spend at least one year in attendance at the Normal School.

* * *

ADVANCED STANDING.

Experienced teachers holding the grammar-school or first-grade certificate will be admitted to the Normal School upon presenting such certificate, together with satisfactory letters of recommendation. They will receive such credit as their preparation and *successful* experience may warrant. On the other hand, they will be required to make up such deficiencies as their work in the school may reveal.

Credits for successful teaching will be given on the following basis:

For 4 or more years	200 hours
For 2-4 years	150 hours
For I-2 years	100 hours

Less than one year of teaching will not be recognized.

One year of teaching will be interpreted to mean not less than eight months.

Students who have graduated from an accredited High School or its equivalent, and who have also had not less than one continuous year of successful experience in teaching will be given a course covering three semesters, and embracing not less than 1,200 hours (including teaching conferences).

Credits obtained in the State Normal Schools of California or other states, or in colleges and universities of recognized standing, will be honored so far as they cover the work of the regular course of study in this school.

The Committee on Advanced Standing (consisting of the President, the Registrar, and the Director of the Training School), in arranging programs for students admitted under the foregoing conditions, will first provide for courses in Education, and then add other branches to complete the required number of hours; such branches will be determined by the committee in conference with the applicant.

* * * GRADUATE COURSES.

Advanced courses in three subjects, Drawing, Manual Training, and Household Arts, are offered to graduates of this or any other reputable Normal School.

The aim of these courses is to prepare special teachers to take charge of these branches in the elementary schools of our towns and cities. It is presumed that only those having interest and ability along these lines will desire to make any one of them a specialty. To such students these courses will offer the opportunity of preparing themselves (a) to supervise the work in Drawing, or Manual Training, or Cooking and Sewing throughout the grades in some one school building in a city which employs a general director of the subject; or (b) to direct the work in the chosen line in all the grades of a smaller city or town.

Students satisfactorily completing any of these courses will be given a certificate of proficiency signed by the proper school authorities.

RECOMMENDATIONS.

All candidates for admission must present one or two letters of recommendation from responsible people—former teachers, where possible. Applicants from other Normal Schools, or schools of equivalent grade, must file with the Registrar honorable dismissal certificates, signed by the proper authorities of the schools or colleges last attended by said applicants. Each honorable dismissal certificate should state the educational record of the applicant.

MAY DAY PROCESSIONAL.

AIM OF THE SCHOOL.

The main purpose of a Normal School is to prepare suitable persons to teach in the public schools of the State. No one unsuited by natural inclination, ill health, or physical disability, should apply for admission.

The Normal School course demands of all who enter upon it adequate preparation, native ability, and a willingness to study. Prompt and regular attendance at the daily recitations, satisfactory preparation of assigned lessons, and good health will insure creditable records in the various lines of study and instruction.

* * *

EXPENSES.

Students are required to furnish their own text-books. Tuition is free in all departments.

Rooms and board may be had at very reasonable rates. Students not residing at home must consult the Preceptress of the school before securing boarding-places. Letters of inquiry may be addressed to her at the Normal School, where she may be found one week before the opening of the school.

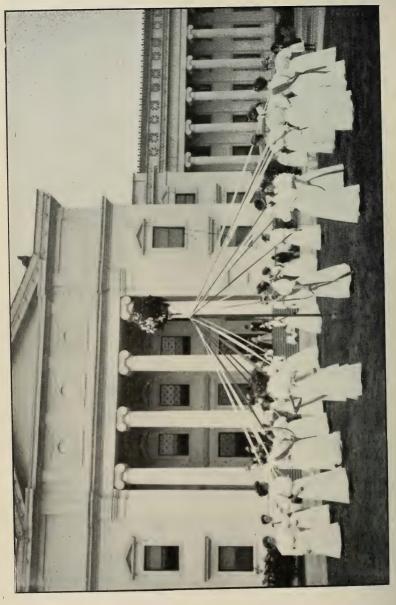
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RULES GOVERNING LEAVE OF ABSENCE AND WITHDRAWALS.

- 1. Students desiring leave of absence for one day only shall make oral application to the Preceptress.
- 2. Students desiring leave of absence for more than one day shall make their request in writing, and the petition must specify both the length of time and the reason for which such leave is desired.

This rule will apply also to students who find it impossible to return on the first school day next succeeding any vacation.

- 3. When any student shall withdraw from the school without giving proper notice to the President, or, in his absence, to the Preceptress, or shall have been continuously absent for two consecutive weeks without satisfactory explanation, the name of such student will be dropped from the roll, and no record of honorable dismissal will be made.
- 4. Students whose names have been dropped from the roll shall be reinstated only by a vote of a committee of the Faculty, consisting of the President, the Preceptress, and the Registrar.



CONDITIONS AND FAILURES.

A student conditioned in any subject may arrange with the instructor concerned for such supplementary examinations or study as will make good the deficiency. If such deficiency is not removed by the middle of the succeeding semester, it will become a failure.

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PUNCTUALITY.

The only acceptable excuse for absence or tardiness is that of illness or accident. A young person who has acquired the tardy habit should either cure it or give up the idea of teaching.

* * *

GOVERNMENT AND DISCIPLINE.

The success or failure of students to govern themselves will be carefully considered by the Faculty in making up their estimate as to preparation for graduation. The management of the school gives to the student the largest possible measure of individual freedom. Abuse of this liberty will be regarded as a serious defect, and may prove disastrous to an otherwise bright and promising young teacher.

* * *

RIGHTS OF GRADUATES.

The rights and privileges of graduates of California State Normal Schools are defined in Section 1503 of the Political Code, the principal features of which are as follows:

The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue a diploma of graduation to those pupils who worthily complete the full course of study and training prescribed.

Said diploma shall entitle the holder thereof to a grammar school certificate from any county or city and county board of education in the State.

Whenever any county or city and county board of education shall present to the State Board of Education a recommendation showing that the holder of a California State Normal School diploma has had a successful experience of two years in the public schools of this State subsequent

to the granting of such diploma, the State Board of Education shall grant to the holder thereof a document signed by the President and Secretary of the State Board, showing such fact. The said diploma, accompanied by said document of the State Board attached thereto, shall become a permanent certificate of qualification to teach in any primary or grammar school in the State.

Graduates are admitted to the State University and the Leland Stanford Junior University without examination, and upon the recommendation of the President of the school may receive one year of University credit.

* * * *

EQUIPMENT.

The library contains nearly eight thousand carefully selected volumes, and is supplied with the standard periodicals. The room is bright and cheerful and is furnished with separate chairs and tables for study purposes.

The physics, chemistry, biology, and domestic science laboratories are thoroughly equipped with the most modern apparatus,

The room for drawing and manual training is furnished with eighteen double workbenches and all necessary tools. It is a large room, 50 by 50 feet, with a northern exposure, thus insuring a steady light, and is well supplied with reference books, photographs, casts, and objects for still-life study.

The gymnasium, located in the west wing, is a large room, 36 by 74 feet and 18 feet high. The equipment, intended for the Ling or Swedish system of gymnastics, is ample to meet all the requirements of the courses in physical education.

The entire building is heated throughout by the latest and most approved system of steam heating. The class rooms are all well lighted and are furnished with special tables and revolving chairs in place of the unhygienic school desk so often seen in older Normal Schools. The corridors are all bright and cheerful, being as thoroughly lighted as the class rooms. They, too, are connected with the heating system, and can be kept as warm and comfortable as the class rooms.

In the erection of the building, the Board of Trustees took advantage of the ample grounds, and spread it over considerable space instead of running it up three or four stories to the discomfort of students and teachers. A glance at the cut on the second page shows that the building is but two stories in height.

These improvements place the school in line with the best appointed educational institutions in the country.

ATHLETICS.

The school buildings are located on a mesa three hundred and fifty feet above the bay and are surrounded by a campus of sixteen and one half acres, which affords large opportunities for out-of-door sports and games. There are two tennis courts of decomposed granite, and separate courts for basket ball and captain ball. Tennis is the ever-popular game, while other games come and go with the seasons.

The sports of the students are under the direction of a Faculty committee working in unison with the department of Physical Education.

The Rowing Association, which was formed early in the history of the school, presents the most active phase of student athletics. This association, which consists of six crews, owns a well-equipped eight-oared barge. Each crew has its student officers and its regular day for rowing. The superior officers are a commodore and a business manager chosen from the Faculty.



BRIEF DESCRIPTION OF THE PROFESSIONAL COURSES.

EDUCATION.

Though the aim of the work in "Education" is to make teaching as soon as possible a process in which theory and practice are scarcely to be distinguished, it is considered essential to the mastery of the process that it begin with the aspect called theory. Before engaging in practice the student-teacher should see clearly the end for which practice exists. In keeping with this point of view, the broad problem of education is introduced from one to two terms before actual teaching begins. From this point on the two phases run parallel, the theoretical work centering more and more upon specific questions, to the end that the final result may be an enlightened and intelligent practice.

The theoretical aspects are presented in a course extending through eighty weeks. Effort is directed toward keeping in the student's mind from the beginning the central problem of education, namely, the taking of the child from where he is toward where he ought to be. To this end the usual method of presenting the theory of education under such heads as "Psychology," "Child Study," "School Hygiene," "Pedagogy," "Methods," and "History of Education" is not followed. Selection is made from all those fields of that material only which is pertinent to the problem, and this material is so organized that the student's knowledge is day by day made fuller along three lines—the nature of the child, the end to which he is to be educated, and the means to be employed in the process. The work throughout consists of lectures, selected readings, reports, papers, and class discussions.

Education I. The course begins with a discussion of the child as a growing organism. The student is introduced to the biological and evolutionary conceptions of the origin of the race, and is accustomed to the fact of growth. In a discussion of the meaning of infancy he is given some conception of the significance of education and is prepared for the next step—a consideration of the factors in growth: heredity and environment. Then follows a study of some special lines of growth and their control: height and weight; movements—instinctive, imita-

tive, voluntary; the nervous system—its structure and functions; the conditions of nervous functioning—exercise and habit, play, fatigue, epochs of growth, etc.; the evolution of the primitive self. This preliminary course concludes with a discussion of the sense organs and the simpler states of consciousness. The aim throughout is to present the child as an organic being, predisposed to grow along lines dictated by physical heredity, but capable of modification by environment. The course leads naturally into the work of the next twenty weeks, which treats of "The Growing Mind."

3 hours a week for one semester.

Education II. The second part of the course treats of the child, now a psychological person. Along this line are discussed from a genetic point of view, the following topics: "The stream of consciousness," what the self is, the self-functioning in the conscious process—perceiving, discriminating, imaging, reasoning, judging, willing; conditions and control of the conscious process—attention, association, memory, interest, apperception; the ideally organized individual—the moral man in whom feeling, intellect, and will symmetrically blend in the higher human emotions and pass into effective action.

3 hours a week for one semester.

Education III. The third part of the course treats of the body of culture in its relation to the child, as a psychological person. It presupposes academic work in the several branches of study and aims at an examination of these branches as nutrition for the growing mind. Assuming that education is the gradual adjustment of the educable child to the spiritual possessions of the race, it undertakes the study of these possessions, the body of culture, under the following heads: the scientific inheritance, the literary inheritance, the æsthetic inheritance, the institutional inheritance, the religious inheritance. Concerning each of these great traditions certain broad educational questions are raised, such as its primitive origin and the main features of its history; its significance as an expression of the racial and individual consciousness, its emphasis at the present time, etc. A description of the fairly separable directions within the tradition is attempted, with an estimate of each, and the educational value and service of the tradition as a whole are characterized as they have been set forth by their great exponents. In connection with the "institutional inheritance" a study of the social aspects of education is made under such topics as "the school and the family," "the school and the industrial order," "the school and democracy," "the school and the church." This general

survey is followed by an examination of those epochs in history wherein particular traditions significantly affected educational theory and practice.

3 hours a week for one semester.

- Education IV. (a) The Elementary Curriculum. An attempt is made here to have the student focus the knowledge gained in the professional courses, the academic courses, and in the Training School, upon the problems presented by the elementary school curriculum, to the end of stating for himself governing principles for the selection of subjectmatter, its distribution along the grades, and the methods of its presentation. Each subject is therefore examined with a view to determining its appropriate educational service in a well-balanced curriculum.
- (b) School Administration. This comprises a brief survey of the general features of school administration in the United States, comparing it incidentally with that of the leading European countries; a study in detail of the California system of administration, including the powers and duties of the various school boards and school officers, the collection and distribution of school funds in California, the law for certificating teachers, the constitutional and statutory provisions for ethical, intellectual, scientific, and industrial improvement, etc.
- (c) Physical Education. This is a brief course designed to give the student-teachers a working knowledge of some of the most important phases of physical education,

The work is carried on by means of lectures, demonstrations, and personal investigations. The required courses of Physical Education I and II form the basis.

Description of course:

- 1. Games—Theory and Practice.
- 2. School and Personal Hygiene.
- 3. Emergencies.

5 hours a week for one semester.

Teaching I and II. Each student teaches in the Training School during the entire Senior year, one hour per day during the first term and two hours per day during the second.

In order that each student may practice in all subjects of the elementary curriculum, these subjects are classed into six groups. The teaching in each group is supervised by one or more members of the Normal School Faculty. This supervision consists of the directing of the daily teaching by means of lesson plans, model recitations, and individual suggestions, and of instruction in a class composed of all the student-

teachers of the group. This class meets regularly for the discussion of the practical problems connected with the daily recitation, the material to be presented, the mental processes involved in thinking and acquiring the subjects, the educational service of the subjects, and the most effective methods of presentation. The several groups are as follows:

(I) Primary Reading, Language, and Number; (2) Grammar Grade Reading, Language, and Arithmetic; (3) Nature Study and Geography; (4) History and Civics; (5) Literature, Interpretative Reading and Composition; (6) Music, Drawing, Manual Training, Sewing, and Cooking. Teaching assignments are so made that each student teaches in primary, intermediate, and upper grades. Credit in "Teaching" is given when the requirements for each group have been fully complied with, and when the student is deemed by the supervisors of the several groups a fit and responsible person to be entrusted with the care of a public school.

Education I, II, III, and IV form a continuous series and must be taken in the order indicated. While taking Education III the student teaches a class one hour per day, and two hours per day while taking Education IV. The teaching and the group classes described above occupy 600 periods. In the Senior year three fifths of the work of the first semester and all of that of the second semester are directly concerned with class-room teaching.

* * *

ENGLISH.

- (a) Grammar. A review of grammar, based as far as possible upon the text adopted by the State, with especial emphasis upon parsing and sentence structure.
- (b) Reading and Phonics. Phonic work, including articulation drill, and study of English sounds and of the action of the organs in forming them. Practical work in expression: time, pitch, quality, force. Analysis of various type-selections. Discussion of methods to be used in the teaching of reading.

5 hours a week for one semester.

TEXT.—Grammar, State series.

Clark: How to teach reading.

Kimball: The English sentence.

LITERATURE.

A study of the evolution of English Literature from Anglo-Saxon days to the present time. Lectures, accompanied by wide reading and by class study of typical masterpieces.

This subject will be offered in two sections. Students may receive credit for the course by taking either (a) or (b).

(a) From the Beowulf to 1700, with special emphasis upon (1) the beginnings of our literature before the Norman conquest, (2) the work of Chaucer, and (3) the age of Shakespeare.

Offered in the Autumn semester.
3 hours a week.

(b) From 1700 to 1900, with special emphasis upon (1) Pope and the Classical School, (2) Wordsworth and the Romantic school, and (3) the age of Tennyson.

Offered in the Spring semester.
3 hours a week.

HISTORY.

Economic History. This is an advanced course, occupying one semester. The aim is to give students a comprehensive view of the economic development of Europe and America through lectures, assigned readings, and special reports. The course opens with a study of the industries of primitive man, tracing the development of the various industrial stages up to the age of agriculture. At this point the economic phases of feudalism are taken up with particular reference to the land question. The evolution and organization of mediæval industries next receive attention, the following topics receiving special treatment: Manorial life; rise of towns; growth of handicrafts; the guild system; the Hansa towns; the banking system; development of commerce, etc. Gradually the scope of the work is confined to the industrial history of England, which is treated quite thoroughly, leading directly to the economic history of the United States. The course closes with a discussion of some of the problems of a social and industrial character which modern society is endeavoring to solve.

Throughout the course an attempt is made to induce students to apprehend the true relations between economic, social, and political development, and to perceive the fact that many political and social theories and institutions rest upon an economic basis.

3 hours a week for one semester.

MATHEMATICS.

Arithmetic. This course is designed to include preparation from the method side as well as a careful review of the more difficult parts, with the aim of bringing out the simplicity and unity of the subject. Following as it does the courses in Algebra and Geometry, it is aimed to give a more comprehensive view of the subject than would be possible without such preparation. The first part of the course is devoted to Primary Number Work, and the remainder of the term to Advanced Arithmetic.

- (a) Primary Number Work. This part of the course begins with a series of lectures and illustrative lessons on number work for the third and fourth years of the elementary schools, embracing the forty-five combinations and their application to addition and subtraction; development of the multiplication-division table, and its application to multiplication and division; notation and numeration; a few of the simpler tables of weights and measures considered concretely, together with examples in reduction, addition, subtraction, multiplication, and division involving these tables; the development of the fraction, including the decimal to hundredths, accompanied by many very simple examples illustrative of the principles that underlie nearly all the operations in common and decimal fractions.
- (b) Advanced Arithmetic. The immediate purpose of this part of the course is threefold, viz., to review and strengthen previous knowledge, to acquire accuracy of computation, and to lead the student to comprehend the true philosophy of arithmetic by a thorough comprehension of its basic principles and the consequent discovery of identities. It too often happens that the work of students in arithmetic is a mere "juggling with numbers" to secure the "answer," and to avoid this great care is exercised by the department to present the subject in as realistic and tangible a form as possible, so that the student may acquire the habit of forming clear and distinct mental pictures of conditions as they exist. Special emphasis is placed upon the importance of thoroughness and accuracy in the fundamental operations.

4 hours a week for one semester.

Text.--New State Arithmetic, supplemented by work from reference books.

PHYSICAL GEOGRAPHY.

This course consists of lectures upon astronomy, study of various kinds and origins of rocks found on the earth's surface, and the development of laws which govern the formations of the various types of physical forms. The idea of the course is to give the student a fundamental knowledge of facts necessary for the teaching of geography.

3 hours a week for one semester.

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BIOLOGY.

This course will consist of lectures and demonstrations on the fundamental structures and functions of animal and plant forms. The correlation of the natural laws that are involved in the different functions will be particularly dwelt upon. The intent of the course will be to give those things necessary for the successful teaching of Nature Study.

3 hours a week for one semester.

* * *

PHYSIOLOGY.

This course consists of a study of the gross anatomy of the human body and of a series of experiments on the functions of the various organs of the body, supplemented by lectures and assigned reading of the standard authors.

5 hours a week for one semester.

* * *

DRAWING AND MANUAL TRAINING.

I. Freehand constructive drawing from type forms.

Freehand perspective in pencil from type forms, still-life and nature.

Pencil sketching and water-color from still-life, flowers, fruits, and landscapes from memory.

Home work. Raffia weaving and whittling course suitable for country schools,

5 hours a week for one semester.

II. Short course in mechanical drawing having a direct bearing upon the sloyd course.

Short course in design.

Charcoal from cast and life.

Short course in woodwork. Models will be made which will teach the use of common tools, and elementary methods of joinery.

5 hours a week for one semester.

Teaching Conferences. One half the time will be given to talks having direct bearing upon the teaching; the other half will be given to paper sloyd and clay modeling, story illustrating, and blackboard work.

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MUSIC.

I. Elementary theory.

Pitch of sound.
Length or duration of sounds.
Intervals.

Major scales.
Rhythm and meter.
Sight-singing.
Ear-training.

3 hours a week for one semester.

II. Elementary theory.

Review of first term.
Sight-singing continued.
Ear-training.
Minor scales.
Synopsis of harmony.
History.

3 hours a week for one semester.

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PHYSICAL EDUCATION.

The courses in Physical Education are based upon the Swedish system, although methods and exercises are freely introduced from any system, as conditions demand. The young women are examined by a special woman physician and are required to take the gymnastic exercises unless excused by this physician. A careful record of the physical condition, measurements, and personal history of each student is kept, which makes it possible to direct more successfully the activities of the individual. Any student showing marked defects of posture or carriage is given private corrective work.

PHYSICAL EDUCATION.

The regular drill consists of formal exercises in which the corrective, educational, and hygienic motives are combined. The apparatus work is so modified as to be only a rational part of the general scheme. Club swinging is given in the advanced classes.

Rhythmic gymnastics, together with folk games, are extensively used, since they aid so materially in the gaining of greater poise and a more graceful carriage among girls. Much time is devoted to organized games, which tend to develop alertness and a spirit of comradeship. An attempt is made to arouse a spirit of genuine enthusiasm for games, both for the benefit of the students themselves and as a preparatory step towards the later teaching of games in the elementary schools. Informal talks on hygiene are given according to the special needs of the various classes.

Gymnasium suits are uniform in cut and color, hence students are advised not to have suits made before seeing the Instructor of the department.

3 hours a week for first semester of junior year. 2 hours a week for second semester of junior year.

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THE HOUSEHOLD ARTS.

The course is planned to train the student along the lines of home making, with special reference to her needs as a teacher.

Dietetics. This part of the course treats of the waste and repair of the body, the proportion and kinds of food required, and the composition of various typical foods.

Theory and Practice of Cooking. General principles controlling the preparation of food for adults and children are learned through practical work in the kitchen. Instruction is given in dish washing, the care of stoves, marketing, and serving, in conjunction with the specific cooking of:

eggs	salads	warmed-over dishes	desserts
cereals	soups	fish	beverages
vegetables	meats	breads	fruits

The cost of each dish prepared is estimated by students. Menus, emergency, and school luncheons are discussed.

The economical purchase and preservation of food is considered.

Emphasis is placed upon cleanliness in all matters pertaining to the household.

HOUSEHOLD ARTS.

Sewing. The purpose of the sewing course is to enable the student to make undergarments, aprons, plain shirt waists, dress skirts, and children's clothes. Machines are used in connection with handwork.

Talks are given on public-school sewing, on economic buying, on useful and suitable clothing, on beauty and good taste.

Such details in millinery are taken up as will help students to make their own hats with the least expenditure of time and money, and to select pleasing designs and materials suitable for the occasion and the individual.

> Cooking, 5 hours a week for one semester. Sewing, 3 hours a week for one semester.

BRIEF DESCRIPTION OF GRADUATE COURSES.

DRAWING.

This course consists of:

(I) Advanced problems in perspective; (2) short course in mechanical drawing; (3) color sketching, still-life, flowers, and landscape work, pencil sketching from still-life; (4) charcoal from cast and life; (5) conventional design and composition; (6) clay modeling from cast; (7) history of architecture, painting, and sculpture.

15 hours a week for one year.

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WOODWORK.

Prerequisite: The undergraduate courses in drawing and woodwork described in the foregoing pages, or their equivalent.

The graduate course in woodwork consists of advanced mechanical drawing and benchwork, including joinery—the application of the dowel, half-lap, dove-tail, and other joints to furniture and other articles of household use. Incidentally a study of woods is made, as to their growth, milling, and suitability for different constructive uses.

Students taking this course are required to teach woodwork to the grammar-grade boys in the training school two hours a week for twelve weeks.

15 hours a week for one-year.

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THE HOUSEHOLD ARTS.

The graduate course in the Household Arts consists of lectures, laboratory work, essays, and collateral reading.

The following general topics are covered: the composition and nutritive value of foods; recent investigations in food chemistry and human nutrition; fundamental principles and processes of cookery; com-

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parative study of cooking apparatus and fuels; plans and equipment of school kitchens; production and manufacture of foods; food legislation. It is designed to give the student a thorough knowledge of the theory and practice of cookery and to aid her in arranging subject-matter for teaching. Special attention is given to scientific methods of work and to the adaptation of such methods to the school.

The course in sewing is given with direct bearing on its application to school work. Garments are made; teaching and supervising are discussed; textiles and processes of manufacture with the evolution of dress are studied.

15 hours a week for one year.

ACADEMIC-PREPARATORY COURSE.

9 B.		9 A.	
English	5	English 5	
Algebra	5	Algebra 5	
Botany	5	Botany 5	
Ancient History	5	Ancient History 5	
Physical Education2 or	3	Physical Education2	
10 B.		10 A.	
English	5	English 5	
Geometry	5	Geometry 5	
Mediæval and Modern History	5	Mediæval and Modern History 5	
Chemistry	5	Chemistry 5	
Physical Education	2	Physical Education 2	
11 B.		11 A.	
English	5	English 5	
English History	5	English History 5	
Physics	5	Physics 5	
Latin, or an elective	5	Latin, or an elective 5	
Physical Education	2	Physical Education 2	
12 B.		12A.	
English	5	English 5	
American History	5	American History 5	
Zoölogy	5	Zoölogy 5	
Latin, or an elective	5	Latin, or an elective 5	
Physical Education	2	Physical Education2	

Twenty minutes' chorus practice daily throughout the course.

REQUIREMENTS FOR ADMISSION.

Students who have finished the grammar grade courses or their equivalent will be admitted on the recommendation of their teachers.

Candidates for admission must present one or two letters of recommendation from responsible people—former teachers, where possible.

BRIEF DESCRIPTION OF ACADEMIC COURSES.

ENGLISH.

Throughout the course written work will be required. Such text-books in Composition or Rhetoric as may be needed will be employed, but much of the theme work will be independent of these. The general fields of this work, progressing from First to Fourth years, will be narrative, descriptive, expository, argumentative, and critical.

First Year. Oral and written expression.

- 9 B. Bulfinch's Mythology. Palmer's translation of Homer's Odyssey. Gayley's Poetry of the People.
- 9 A. Scott's Lady of the Lake. Scott's Ivanhoe.

Second Year.

- 10 B. Literary selections from Genesis, Exodus, Ruth, and Esther. Shakespeare's Merchant of Venice and Julius Cæsar.
- 10 A. The Technique of Reading, accompanied by the reading, memorizing, and study of selections, and by the oral presentation of original or acquired matter.

Third Year.

- II B. Tennyson's Idylls of the King. Lowell's Vision of Sir Launfal. Prose Essays by various authors,
- II A. Macaulay's Life of Addison.

 Milton's shorter poems, including Comus.

 Thackeray's Newcomes or George Eliot's Romola.

Fourth Year.

- 12 B. Arguments and Orations, with constant practice in short speeches, developing one or two points fully. Two carefully prepared arguments must be presented.
- 12 A. The History of English Literature, approached chiefly through the study of poetry, beginning with Chaucer's *Prologue* and ending with the Victorian poets.

HISTORY.

Ancient History. A year's course beginning with a brief account of the Oriental peoples who contributed directly to European civilization, followed by a more intensive study of Greek and Roman history, and closing with a study of the early middle age to the death of Charlemagne. The course is necessarily extensive rather than intensive, dealing with the larger phases of the progress of civilization. The purposes are: (1) To enable young people to build up a coherent mental picture of the successive epochs and nations that compose the historical perspective from prehistoric times to the close of the Carolingian age; (2) To cause students to perceive some of the fundamental laws and principles that seem to condition all social and political development; (3) To develop the historical sense—the power to see with the mind's eye, to imagine, to reconstruct; (4) To induce students to love history for its own sake—to appreciate the romance, the heroism, the succession of dramatic pictures, that the unfolding ages disclose.

The course affords adequate preparation for the study of Mediæval and Modern history or of English history. Illustrative material in abundance is available, and frequent references are made to secondary authors and original sources; but not much in the way of so-called "research" work is attempted.

Mediaeval and Modern History. This course extends throughout the school year and takes up the history of Europe at the close of the Carolingian era and carries it down to the present. An effort is made to discover and to trace the development of the various forces which the "ancient world had brought together and which had been partially fused" during the period from the fall of Rome to the breaking up of the empire of Charlemagne. The interaction of these forces resulted in the rise of nations. This fact is constantly kept in mind, and thus much of the otherwise rather confused history of the middle age is clarified and made intelligible to secondary students. The development of England, France, and Spain as homogeneous nations, therefore, receives a much larger share of time and attention than the complicated and perplexing history of the relations of "The Empire and Papacy." Such topics as the Crusades, the Church, Feudalism, Scholasticism, the Rise of Towns, the Renaissance, are treated separately as movements or institutions affecting the whole of Europe. The course covers eleven centuries, but proportionately much more time is given to recent modern history than to the middle age, as many recitations being allotted to the

last two hundred years as to the previous nine hundred. The class work is conducted on the topical plan, and consists largely of assigned readings and oral discussions of topics.

English History. A comprehensive survey of the development of the English nation from the earliest time to the present, extending throughout the school year. Events to the time of Egbert are passed over rapidly; but emphasis is given to Anglo-Saxon customs and institutions. Since this course, or its equivalent, is prerequisite to the study of American history, special attention is given to the origin and application of the principles of civil rights and representation which have become fundamental to the government of the United States. In connection with this course such special topics are considered as will exhibit the relation of English history to important European movements, e.g., development of the Christian Church, the Crusades, Feudalism and Chivalry, the Renaissance, the Reformation, the French Revolution. romance and the influences of war and the value of biography are fully recognized, still throughout the course consideration is given chiefly to social, industrial, and political development. The class work consists of research in the library, with notes on readings, oral discussion, and written reviews.

American History and Civics. The purpose of this course is to secure tolerably full and accurate knowledge of the history of the discovery and colonization of the American continents; the development of the English colonies and the United States of America, considered under the following heads: (1) Geographical knowledge before 1492. (2) Conditions that led to the discovery of America. (3) Explorations in the New World. (4) Colonization. (5) Strife between French and English. (6) England's colonial policy. (7) The struggle for independence. (8) The "Critical Period." (9) The making of the Constitution. (10) Federal supremacy-the founding of nationalism. (11) Republican supremacy-sovereignty of the people. (12) "Era of good feeling"—rise of new issues. (13) National Democracy-tariff, internal improvements, industrial revolution. (14) The Jacksonian epoch—states' rights, national finances, territorial expansion. (15) Slavery and the Civil War. (16) Reconstruction. (17) Industrial development—immigration, currency, tariff, trusts and trade unions. (18) Reunion and expansion. The course extends through forty weeks and consists of research, oral and written reports, and class discussion.

MATHEMATICS.

Algebra. In scope, this course includes all the subjects in algebra that are essential to a thorough understanding of higher arithmetic. elementary geometry, and the elements of physics. Special emphasis is placed upon the fundamental operations; the laws of brackets; the various methods of factoring, including the use of the factor law; the application of factoring to the solution of equations that can be readily resolved into linear factors; common divisors and multiples; binomial theorem for integral exponents; the combining and simplifying of fractions; formation and solutions of simple equations with one or more unknown quantities; the theory of exponents, integral and fractional, positive and negative; the calculus of radicals; quadratic equations, both single and simultaneous; the various methods of solving quadratic equations; the solution of all equations; the solution of all equations that are reducible to the quadratic form; the nature of the roots of the general quadratic equation and the formation of equations from given roots.

The subject-matter is treated as simply as is compatible with mathematical rigor; consequently it may be mastered by any ordinarily intelligent student with a fair knowledge of grammar school arithmetic. The fundamental ideas and principles are first developed inductively, then the principles are formulated into simple and concise statements, after which the rigorous proof is given. Throughout his course the student is required to acquire facility and accuracy in the manipulation of algebraic expressions as well as to understand the meaning of the various operations he is called upon to perform. He is required to solve, independently, many moderately difficult problems involving both numerical and literal quantities.

TEXT.-Stone-Millis: Essentials of Algebra-Brief Course.

Geometry. Some of the most important objects aimed at are to develop the power of clear, concise, and logical reasoning, to cultivate the power of earnest, original investigation, and to incite and stimulate the spirit of inquiry into mathematical truth. To secure these results the student is required:

- (a) To know thoroughly the definitions, axioms, and postulates, and to state them accurately in his own language or in the language of the text.
- (b) To be able to prove every reference cited, going back step by step until the final proof rests upon the primary definitions, postulates, and axioms, both in proving theorems and in solving problems.

(c) To be able to apply the principles of geometry to practical and numerical examples, to construct his own diagrams readily with ruler and compass, and to give independent solutions, constructions, and demonstrations to a great many original exercises.

To accomplish the above results with the least expenditure of time and energy, the student is expected, before reading the solution or proof given in the text-book, to try to find one for himself, making use of the author's diagram if necessary, and if he succeed, his solution is made the basis of class discussion, in which the superior methods of attack are critically compared. Besides the regular daily class work, many oral and written reviews are held, thereby strengthening the previous work.

TEXT,-Beman and Smith: New Plane Geometry.

* * *

PHYSICAL SCIENCES

Chemistry. The first semester is devoted to a study of general inorganic chemistry. In the second semester, the work is extended to cover the principles of organic chemistry and the applications of chemistry to agriculture and domestic life. The laboratory work in agricultural chemistry is based upon Snyder's Chemistry of Plant and Animal Life. It includes tests for the constituents and properties of farm produce, fertilizers, soils, dairy products, and food materials. The experiments are so arranged as to give a scientific acquaintance with the substances commonly met with upon the farm and in the home.

The work upon food materials is fundamental to the course in cooking offered in the senior year of the professional course.

A study of the soil-producing and metal-bearing minerals is illustrated by a collection of minerals and rocks.

An aim throughout the course is to supply pupils with a fund of organized knowledge of familiar things which can be drawn upon in their subsequent teaching of nature study in the elementary grades.

TEXT.-Newell's Descriptive Chemistry.

Physics. Class-room instruction is given three days in the week upon the following topics: mechanics, sound, light, heat, magnetism, and electricity. The other two days are spent in the laboratory upon experiments illustrating the work of the class room. Much of the laboratory work is quantitative, but time is not sacrificed in securing refined accuracy of the trained scientist. The underlying principles are rather emphasized as being of more value to the student. Problems are employed only in so far as they are necessary to illustrate and enforce principles, not as an end in themselves.

The object of the course is to stimulate and satisfy as far as possible the desire that every normal mind should possess to know the laws of nature, and the application of these laws to mechanical appliances useful to mankind. It is the aim to present the subject in such a way that the students, should they become teachers, may be able to adapt the material to the needs of children in order that nature study may be enriched by bringing to it much from the realm of natural science.

TEXTS.—Carhart and Chute: Elements of Physics, Conrad's Manual.

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BIOLOGICAL SCIENCES.

Botany. An elementary course in botany is offered, consisting of a study of the various types of plants. The Fall Term will be devoted particularly to the relationship between physiography and botany of seed-bearing plants. In this term soil-formation by erosion, weathering, etc., are observed through experiments; also climatology is studied in various phases. This develops the conditions necessary for plant growth. The functions of the parts are then studied with reference to physical and chemical principles involved. The Spring Term will be devoted to familiarization with the characters of various flowering plants and the gathering of a small herbarium. The ecology of some of the plants is taken up with especial reference to those grown in California. Finally, a brief study will be made of the various types of non-flowering plants. The course will serve as a foundation for the teaching of agriculture and nature study in the grades.

Zoology. This course is based on the laboratory study of types of the great groups of animals. The Fall Term will be used in the study of Invertebrates; the Spring Term, in the study of Vertebrates. The habits and physiology of the various animals will receive much attention, in order that this course may form the basis of the future work in Physiology.

No text is used, but constant reference is made to the standard works on zoology.

LATIN.

The course in Latin will cover such work as is necessary to meet the minimum requirement for admission to the leading universities.

PHYSICAL EDUCATION.

The general notes regarding Physical Education apply also to the preparatory courses. During the entire four years two hours a week are given to physical work. Occasional lectures deal with simple phases of personal hygiene, much stress being placed upon the acquiring of good habits of personal care.

Little apparatus is used, the whole aim being to develop in the individual physical poise and buoyancy by means of class drill, æsthetic gymnastics, and games.



CATALOGUE OF STUDENTS.

SENIORS.

Adams, EdithSanta Maria	
Anderson, Lillian GSan Diego	*
Astleford, Ilda MaySan Marcos	*
*Bailey, Grace BrittonSan Diego	
*Berwick, Alice L Pismo	*
Beusch, Lyllian MayNestor	*]
*Blosser, Edna ClareSanta Maria	
Boggeln, IsabelSan Diego	
Bourg, EulalieWatson, Colo.	
*Brooks, YsabelSan Diego	
Campbell, Lena Pacific Beach	
*Casner, Emma Grace Ramona	
*Chalmers, Ula MonnettaSan Diego	
*Chalmers, Zoe MargaretSan Diego	*
*Cleary, Sara Whitman San Diego	*
*Cock, Edith A Tustin	
Colt, Mary BerthaSan Diego	
Cross, Ada LeeVisalia	*
Cummins, Zora Grace Bostonia	
Dahringer, CeceliaSacramento	
Dodge, Sara V	
*Duffy, Charles CSan Diego	
*Field, Estella Genevieve San Diego	
Frazee, Sarah Elizabeth Moosa	:
Geradehand, ClaraSan Diego	*
*Graves, Eleanor Millicent Ramona	
*Grigsby, Hazel Mary San Diego	
Gripper, Julia Louise San Diego	*
*Harney, May AnnettaSan Diego	*
Harper, Mabel Phœnix, Ariz.	
*Harter, KatherineSouth Pasadena	*
Hawley, EdithSan Diego	*
Heilbron, IrmaSan Diego	*
*Horton, Irma MayHoncut	

Irgens, Clara BelleN	orth Dakota
*Jordan, Hattie Adele	
*Kilty, Agnes Marie	
Kilty, Margaret Alice	
*Laws, Gertrude	
*Leppertt, Johanna Helena	_
Mason, Geneva	
McDonald, Inez Blanche	
McNamara, Christabel	San Diego
Messer, Corinne	San Diego
Morris, Maude Alma	San Diego
Morrison, Sibyl Leona	Fallbrook
Mulvihill, Margaret Ellen	Redlands
*Nickell, Mabel	Santa Ana
*Pierce, Imogene	San Diego
Pitman, Sadie Edua	National City
Raymond, Florence	San Diego
*Reed, Mattie	San Diego
Rhoades, Elizabeth R	-Chula Vista
Richey, Florence Ida	San Marcos
Riedy, Mabel Margaret	San Diego
Schlatter, Maggie Myrle.	San Diego
Shafer, Ina Ethel	San Diego
Shaw, Stella	Banner
*Smith, ChesterEf	fingham, Ill.
Stuart, Mary Elizabeth	San Diego
Swartz, Bessie Clara	Nipoma
*West, Louise Clare	
*Wight, Clayton J.	San Diego
Williams, Mary-Belle	San Diego
*Wormser, Lena	Chicago
*Wormser, Mary	
*Wright, Kate Meriam	San Diego

JUNIOR CLASSES.

Abbott, Frances JSanta F	é, N. M.
Adams, HelenE	ncinitas
Allen, Rhoda MaeSa	n Diego
Bailey, Elizabeth J	Nellie
Bailey, Ida Maud	
Bashore, Ethel LSa	n Diego
Beidleman, Edgar Lemo	n Grove
Bell, Norma LSa	n Diego

^{*}Graduated before close of year.

Beller, Florence M	Carlsbad
Boal, Alma	La Jolla
Borden, Olive M	El Cajon
Bryan, Nita	Lemon Grove
Bullock, Alys	San Diego
Butts, Catherine I	San Diego
Byron Adelle	Escondido
Caldwell, Clara M	Claremont

JUNIOR CLASSES—Continued.

Chalmers, Fay San Diego)
Christner, Mrs. Augusta I. Talegid	_
Clark, Josephine E. Dulauro	
Clevenger, Harriet E. Claremoni	6
Coiner, Frances M Santa Maria	
Cowart, Ira Hereford Toxos	
Coy, Georgie V. San Diego	
Crayne, Etnel Angheim	
Cross, N. IrvinSan Diego	
Culbertson, M. Katherine Claremont	
Curtis, JudithCarbondale, Colo	
Daggett, Laura L	
Dana, Marie	
Detrick, NettieSan Diego	
Dow, Grace ESan Diego	
Downs, George GOtay	
Drury, Nan San Diego	
Dunbar, Carrie San Diego	
Farr. Hattie	
Farr, Hattie San Diego	
Filkin, Nina E. San Marcos	
Flack, Mary E. Lakeside	
Floyd, Marion ESan Diego	
Forster, Senta San Diego	
Frat Jessie S. San Diego	
Frost, Jessie S	
Greer, Alice MSan Diego	
Gregg, Laura San Diego	
Guild, RuthSan Diego	
Gulack, GertrudeSan Diego	
Guthrie, Anna NSan Diego	
Harris, Hazel San Diego	
Lemon Crovo	
Mary Alice San Diogo	
Timekley, Verna L. San Diogo	
Gon Diego	
rey, Gertrude M San Diagra	
San Diego	
Pacific Peach	
reney, Edith E. Fecondida	
San Diogo	
Killin, LenoreEscondido	

was .	
King, Alice J.	Fallbrook
Kinkeau, Katherine N	I. Moon
mainer, Etta	Tana as a set .
Lantz, Lillian Alice	Coltan
LCOVY, Edith	San Di-
Mary Olive	San Diego
Loveloy, Eden R.	Daman
Lowe, Adelene E.	San Diame
Marks, Leia	Tulion
maish, Alpha B.	- San Diego
maxwell, Dorothy	Ta Tolla
McClellan, Ethyl	National City
Miller, Blanche	National City
Morse, Anna	
arance, carrie	Santa Mani-
Neely, Hattie Gay	Son Di-
Noble Eola Fern	San Diego
O'Neal Martha Matilda	Fall Diego
Phillips, Harriet G.	ramprook
Phipps, Lillian E.	San Diego
Plumer, Frances R.	Visalia
Plumer, Lillie	San Diego
Poole, Anna Craig	San Diego
Riley, Bird	Santa Barbara
Riley, Bird Russell, Edna	San Diego
Safford, Kate F	San Diego
Safford, Kate E.	San Diego
Sharbrough, Clara R	San Diego
Shaw, Constance	San Diego
Smith, Florence J.	San Diego
Stitt, Edith	San Diego
Stone, Pearl V.	Ramona
Story, LouiseSa	n Luis Obispo
ounivan, Grace F.	San Diego
Turner, Iva M.	San Diego
wade, Myrtle K.	San Diego
weselon, Grace	Sunnyoide
west, Luiu Ada	Santa Ama
Williams, Martha-Relle	Com Di-
woods, Africe V	San Diego
oung, Jean O.	To Man-
schoegner, Rebekah H.	San Diego

GRADUATE STUDENTS.

Chalmers, Zoe MargaretS	an	Die	ego
Fenton, Laura ES	an	Die	ego
Hart, Jessie LeeNewton	, K	Can	sas
Johnson, Amy RS	an	Di	ego
Lacey, Rowland Sherman	an	Di	ego
McIntire, Ruth M	an	Di	ego
ENROLLMENT.			
Seniors	_	67	
Junior Classes	_	98	
Graduate Students	_	6	
	-		
Training School			206

Total enrollment

GRADUATES.

1906-1907.

	100
Ault, Olive	San Diego
Austin, Marie I.	Escondido
Barber, Flora	San Diego
Bennett, Vonnie	San Diego
Bigham, Walter	Woodville
Black, Pauline T	San Diego
Breen, Margaret,	San Diego
Butterfield, Janet	San Diego
Colbert, Edna Gail -	San Diego
Creekmur, Edda Lou	iseClarence, Mo.
Crosby, Ethel L	San Diego
Dana, Mrs. Mary	San Diego
DeBurn, Ray	San Diego
Einer, Emma	Escondido
Ellis, Mabel	Ishpeming, Mich.
Ellis, Mabel	
	Emma, Colo.
Foster, Mae Ethel	Emma, Colo. Dehesa
Foster, Mae Ethel Gaskell, Ellen	Emma, Colo. Dehesa Redlands
Foster, Mae Ethel Gaskell, Ellen Gates, Vesta C	Emma, ColoDehesaRedlandsSan Diego
Foster, Mae EthelGaskell, EllenGates, Vesta CGeorge, Emma	Emma, ColoDehesaRedlandsSan DiegoSan Diego
Foster, Mae EthelGaskell, EllenGates, Vesta CGeorge, EmmaGrandstaff, May	Emma, Colo. Dehesa Redlands San Diego San Diego San Diego
Foster, Mae Ethel Gaskell, Ellen Gates, Vesta C George, Emma Grandstaff, May Greer, Florence	Emma, Colo. Dehesa Redlands San Diego San Diego San Diego San Diego
Foster, Mae Ethel Gaskell, Ellen Gates, Vesta C George, Emma Grandstaff, May Greer, Florence Griswold, Nellie	Emma, Colo. Dehesa Redlands San Diego San Diego San Diego San Diego Chula Vista
Foster, Mae Ethel Gaskell, Ellen Gates, Vesta C George, Emma Grandstaff, May Greer, Florence Griswold, Nellie Haines, Carrie	Emma, Colo. Dehesa Redlands San Diego San Diego San Diego San Diego Chula Vista San Diego
Foster, Mae Ethel Gaskell, Ellen Gates, Vesta C George, Emma Grandstaff, May Greer, Florence Griswold, Nellie Haines, Carrie Johnson, Amy	Emma, Colo. Dehesa Redlands San Diego San Diego San Diego Chula Vista San Diego San Diego
Foster, Mae Ethel Gaskell, Ellen Gates, Vesta C George, Emma Grandstaff, May Greer, Florence Griswold, Nellie Haines, Carrie Johnson, Amy Laughlin, Mattie Lawrence, Lena Livingston, Nellie W	Emma, Colo. Dehesa Redlands San Diego San Diego San Diego Chula Vista San Diego Los Angeles Jos Angeles
Foster, Mae Ethel Gaskell, Ellen Gates, Vesta C George, Emma Grandstaff, May Greer, Florence Griswold, Nellie Haines, Carrie Johnson, Amy Laughlin, Mattie Lawrence, Lena	Emma, Colo. Dehesa Redlands San Diego San Diego San Diego Chula Vista San Diego Los Angeles Jos Angeles

74.	
Lydick, C. Ethel	San Diego
Mack, Hazel C	Bloomington
McCaffery, Lena	
Mimms, Lutie	.Carmen, Okla.
Niccum, Katherine	San Diego
Noonan, Ida M	San Diego
Peirce, Norma V	San Diego
Permin, Laura C.	San Diego
Peter, Susan Alice	
Pitman, Ruth E.	National City
Ricker Erma	San Diego
Rieke, Gertrude A	Oceanside
Roberts, Eulia S	San Diego
Rodgers, Helena B	La Mesa
Schussler, Freda	Nestor
Scott, Helen H	_National City
Somers, Olive C.	San Diego
Stoker, Marie	
Stone, Imogene T	Mesa Grande
Wallace, Alice R.	San Luis Rey
Watkins, Eugenia E	San Diego
Wellman, Anna W	Colegrove
Webster, Alice E	
Winter, Leda C.	
Woolson, Marguerite .	
Wright, Mrs. Lucy	
Yager, Ursula A.	

FIRST SEMESTER.

1907-1908.

Bailey, Grace Britton San Diego
Berwick, Alice LPismo
Blosser, Edna ClareSanta Maria
Brooks, YsabelSan Diego
Casner, Emma GraceRamona
Chalmers, Ula MonnettaSan Diego
Chalmers, Zoe MargaretSan Diego
Cleary, Sara Whitman San Diego
Cock, Edith ATustin
Duffy, Charles C San Diego
Field, Estella GenevieveSan Diego
Graves, Eleanor Millicent Ramona
Grigsby, Hazel Mary San Diego
Harney, May AnnettaSan Diego

Honcut
San Diego
San Diego
San Diego
La Jolla
-Santa Ana
San Diego
. San Diego
ingham, Ill.
San Diego
Chicago
Chicago
San Diego

OUTLINE OF THE COURSE OF STUDY IN THE TRAINING SCHOOL.

FOREWORD.

The Training School consists of the regular eight public school grades, wherein the usual elementary branches are taught by approved modern methods.

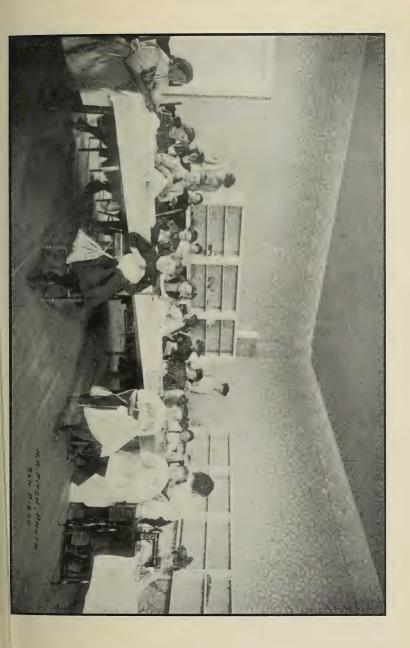
All teaching in the Training School is closely supervised by members of the Normal School faculty. Practice teachers are regularly observed and are called into both class and individual conferences with a view to giving them professional help and instruction in the application of their methods.

The classes in the Training School are small, admitting of much individual instruction. Those pupils who, by reason of some defect, weakness, or other peculiar condition, need special attention, are given such attention, at the same time carrying the regular work of the grade.

To maintain normal, progressive, physical development, the health of the child, his growth, and the condition of his sense organs, especially the eye and ear, are closely watched. The daily program offers numerous periods for rest, games, and athletics as further provision for this development, all of which, owing to the climatic environment, are of the outdoor type throughout the year.

The outline of studies, which follows, is arranged for the purpose of indicating the more important working units in the various branches as they are developed in each grade. While no attempt has been made to present a completely arranged course of study, it is believed this outline will be found workable, giving due recognition to such phases of correlation as, the past with the present, the school with life, and subject with subject, and being in harmony with much of the best educational practice. As the subjects are presented certain aims are to be noted: (1.) Arithmetic is taught, not primarily as a mental discipline, but to enable the child to solve the ordinary, rather than the technical, problems which confront him in actual life, and to do so with efficiency and dispatch. This makes the mastery of all the fundamental combinations, tables, and processes most essential, in view of which sufficient drill work is insisted upon to make them permanent. (2.) Formal language work is based on the idea that the mastery of the art of right usage is the fundamental aim, and that the science of its technical relationship has a limited place in the elementary school. Attention is centered on developing ability to speak, read, and write the language freely, clearly, concisely and correctly. For this the child is given frequent opportunity and constant encouragement to express his thoughts, orally at first, and afterwards in written form, when the mechanical side of writing shall have become a less conscious process. From this standpoint, all the subjects of study become tributary to language work through the abundance of rich thought content which they have to offer: history and literature particularly so through the attention they give to reproduction on the part of the child. (3) Literature covers a wide range of stories and readings from excellent sources that are believed to be within the grasp of the child's interest and appreciation. The setting of the story, the "painting" of the picture from the printed page, the spirit, the joy, the getting of the author's thought and purpose, rather than technical considerations, are aims to be emphasized. (4) History is taken up in the first year and continues throughout the elementary grades. Conditions and activities that have marked the progress of civilizations, especially as regards the social life of man, are first noted in a study of simpler society, that of primitive peoples. The work centers about the evolution of the more fundamental economic and industrial activities and the gradual development of other interests from these. This is followed, in the intermediate grades, by a study of typical early historical peoples, and a study of some of the peoples and noteworthy historical movements of mediæval Europe down through modern European history; and through English history to the discovery and early settlement of America. Formal United States history occupies the seventh and eighth grades. In all the grades, appropriately selected interpretative material (folklore, myths, literature, the fine arts) is introduced, the purpose being to place before the child the spiritual, idealistic side of man's development as seen in his attempt to interpret himself and his environment. The method of study includes correlations with geography and nature study, with literature, and with the manual arts, where opportunities for such correlation occur; and dramatization, wherein the child lives the experiences of the past through vivid portrayal. (5) Geography deals particularly with the relationship of man to geographic environment and, in a correlative way, to social environment. Life responses to geographic conditions, life activities of races and peoples from the viewpoint of geographic regions rather than political divisions rightfully claim much attention in the study of geography. Therefore, all those phases of the earth's topography and physical condi-

tions bearing directly on the above are clearly pointed out and their significance is carefully discussed. Parallel with this, and in recognition of the world-wide reach of commercial enterprise, considerable attention is given to the mastery of all locational features that have assumed more than national importance, the device used being largely that of map-sketching. Beginning with home geography in the third grade, the work of the fourth grade reaches out to a study of the larger facts rather than a detailed study of the United States. The study of the southern continents, the oceanic islands, and Eurasia occupy the fifth and sixth grades. North America and a thorough regional study of the United States are assigned to the seventh grade, stress being laid on the interrelation of physical conditions and industries. The eighth grade work centers about a study of world regions (as represented by the different countries) viewed from their industrial and commercial relationship, with special reference to the comparative importance of our own country. (6) Nature Study from the standpoint of economic values aims to develop the knowledge and ability to control nature. making it subserve the needs of man; from the standpoint of æsthetic values it should cultivate and develop an appreciation of natural beauty in all its forms, leading the child to love nature. In addition to these, moral and spiritual values are inherent in nature study, though as an aim they are entirely incidental and tend to take care of themselves. Through much usable knowledge of practical importance, through the appreciation of the utilitarian value of plant life and animal life, and through the æsthetic values that may be gained from the work, the child will grow naturally into a sympathetic attitude towards nature: he will come to realize "that unnecessary and wanton injury or destruction of either plants or animals is uneconomical, positively injurious to society and reacts detrimentally upon the character of the offender." The importance of relating the work to the child's immediate environment is kept distinctly in mind in the selection of material; and in the organization of this material, both biological and physical phases receive attention, each of which is developed as it relates itself to life needs. Considerable emphasis is given in the eighth grade to a comparatively thorough study of human physiology and the hygiene related thereto. (7) Music in the elementary grades is largely devoted to songs-songs full of rhythm, melody, and spontaneity. The basic idea is that music, to be an element of real value, must be dealt with from the emotional or artistic side, that thus it must cultivate love and enjoyment of good music and develop in a gradual way good musical taste and judgment. Therefore, care is given to the selection and gradation of music. The



text of songs must represent standard literary value, the music of songs must possess recognized excellence, and each must be found within the child's range of appreciation. While the technique of music is of secondary importance it is not, however, neglected. In handling this phase of the work an attempt is made to present in as simple and fascinating a manner as possible the underlying reasons or rules governing the songs which the children have learned to love, and to afford sufficient drill thereon to enable pupils to reach a fair degree of proficiency in formal sight reading. Careful attention is given to ear-training with a view to sharpening tone perception and establishing tone relationship; and to voice culture with a view to preserving and cultivating the pure, light, unconscious tone belonging to childhood. To serve as an inspiration to freer and better interpretation, appropriate studies of the lives of some of the masters of music are provided in the higher grades. (8) The Manual Arts include three groups of activities, involving the manipulation of materials. To be able to know the good in art, and to appreciate and love it are the important factors throughout the drawing work. Decorative design, illustration of stories and poems, landscapes. and life forms in nature are some of the motives furnished; the responses to which are of the free, self-expression type. In fact, self-expression characterizes all the drawing work of the training school save in the mechanical drawings of designs and plans. Studies of masterpieces in painting and sculpture particularly and, to a less extent, in architecture are given due emphasis. In manual training, adult standards may be too easily forced upon the child, whereas accomplishment may better be measured in terms of his growth. Motive, freedom of expression, growth in ability to see and appreciate and express details in their true relationships, are the more important ideas. Therefore, after a brief introduction to the fundamental processes, in prescribed manner, it is believed that these same processes will function more thoroughly and permanently through granting the child a liberal selection of articles to construct. In the household arts each phase of the work is studied in its relation to present day social needs, an understanding of the meaning and significance of each phase being emphasized along with the development of reasonable technical skill. Sources of material, commercial processes, economic values, cultivation of taste and good judgment, selfhelpfulness, and the economics of buying are aims upon which much stress is laid in this field of study. In all of the three divisions above the thought side is an element of great, if not paramount, importance; and, in order that a mere making of things may not become the sole end in view, a due proportion of time is given to the consideration of thought values.

ARITHMETIC.

GRADE I.

No special periods for number work are assigned in this grade nor in the first half of the second grade. Experience with quantitative relationship of things and crude relations of size are gained incidentally through story work and constructive work.

GRADE II.

Beginning in second half of this year, counting by *ones* to 120; counting by *tens* to 120. Value and representation of numbers to 1000. Introduction of first group of combinations.

GRADE III.

Review and continue work of second grade. Writing of numbers to a million. Mastery of the forty-five combinations in addition and in multiplication. Drill in addition of columns. Exercises and drills involving principles in addition and subtraction. Subtraction completed. Multiplication, using one figure as a multiplier.

GRADE IV.

Review and continue work of third grade. Multiplication completed. Short and long division completed. Application of principles in multiplication and division. Illustrated fraction work.

GRADE V.

Rapid review of the forty-five combinations and their application to simple arithmetical problems. Review of multiplication and division and their application to concrete arithmetical problems. These are to be formulated by the teacher, and may be supplemented by an intelligent treatment of the work outlined on pages 23 and 24 of advanced state text.

Decimal fractions and miscellaneous examples following common fractions as indicated in Chapter IV. As much of L. C. M. and G. C. D. as may be necessary in the treatment of common fractions.

GRADE VI.

Continue review work in the forty-five combinations and their application, also simple concrete problems involving addition, subtraction, multiplication, and division of simple and fractional numbers. This review work to parallel the advance work. Frequent exercises in rapid addition of columns of numbers.

Powers and roots as on pages 79-94. Ratio and miscellaneous examples, Chapter III. Denominate numbers, Chapter V, omitting Dry Measure and all metric measures, except length and weight.

GRADE VII.

Continue frequent review exercises as in preceding grade. Aliquot parts, Chapter VI. Review and enlarge Chapter IV, common fractions. Percentage and its applications, omitting Bank discount, Chapter VII. Stocks and bonds, Chapter VIII, omitted entirely.

GRADE VIII.

Continue frequent review exercises as in preceding grades. Literal numbers, Chapter IX. Involution and Evolution, Chapter X. Review and enlarge Chapter III, Ratio. Proportion, Chapter XI. Measurements and constructions, Chapter XII.

FORMAL LANGUAGE WORK.

GRADE I.

Reading. Ward Primer, revised edition, and half of Ward First Reader, revised edition. Systematic phonetic work. Primer of Art Literature series. State Series Primer. State Series First Reader.

Penmanship. Board work entirely. Practice in free arm movement exercises, including the principles used in small and capital letters; practice in making the small letters of the alphabet working towards principles, form, and proportion; practice in writing words as new letters are introduced.

Spelling. Writing and combining of phonograms as soon as presented in reading. Sight words by visualization. Names of letters. Oral and written spelling (second half year) of words selected from reading.

Language. Conversations upon games, flowers, fruit, clothing, animals, etc. Oral reproduction of fables. Picture study for oral expression. Use of capital, period, question mark. Drill upon correct use of is, are, get, see, seen, saw, etc., through informal games and exercises.

GRADE II.

*Reading. Ward First Reader, revised edition, completed. Ward Second Reader completed. Phonetic work continued. Holbrook, *The Book of Nature Myths*. State Series Second Reader.

Penmanship. Continue as in first grade and add free arm movement exercises on paper. Practice in making capital letters. Attention to writing of spelling words.

Spelling. Syllabication introduced. Six words daily in first half year; eight words daily in second half year. Frequent oral and written reviews. Spelling words selected from reading, and all content work—history, literature, etc.

Language. Conversations continued. Imaginative stories from pictures. Further use of capital; Days of week, months of year, names of holidays, writing dates, etc. Drill for correctness of misused English.

GRADE III.

Reading. Ward Third Reader. Ward Fourth Reader. Stepping Stones to Literature—Third book. State Series Third Reader.

Penmanship. Continue free arm movement exercises on paper. State Series Copy Book No. 3.* Attention to writing in spelling work.

Spelling. Ten words daily. Oral and written reviews. Words selected as in second grade.

Language. Lessons outlined with children in preparation for reproduction. Oral interpretation of pictures to express the thought of the artist. Continue mechanical work on use of capital, period, comma. Exercises to bring out variety of expression, and to correct generally misused English.

*The classification of the different numbers of the State Series Copy Books is altogether tentative, pending some actual experience with the new numbering of the series.

GRADE IV.

Reading. Cook, Achilles and Hector. Radford, King Arthur and His Knights. Stepping Stones to Literature—Fourth book. State Series Fourth Reader (parts).

Penmanship. Continue free arm movement exercises on paper. State Series Copy Book No. 4. Attention to writing in spelling work.

Spelling. As in third grade.

Language. Lessons about pets, journeys, etc. Oral reproduction of the best stories, trying to improve on them by shortening or lengthening. Picture study, an attempt being made to get a higher interpretation than in earlier grades. Continue mechanical work and enlarge with exercises to induce children to begin use of relative pronouns. Continue drills to correct English generally misused.

GRADE V.

Reading. In this grade and following grades reading is combined with Literature.

Penmanship. State Series Copy Book No. 5. Also selected models.

Spelling. Words selected from all subjects. Homonyms. Attention to prefixes and suffixes. A lesson is given once a week in connection with each subject.

Grammar and Composition. Dictation, transcription, and memorizing of poetry and prose, selected for literary and ethical value. Capitalization, abbreviations, quotations, punctuation. Oral and written reproduction, picture study, letters. Practice in sentence and paragraph structure, combining and enlarging sentences. Kinds of sentences, declarative and interrogative. Subject and predicate. Nouns, common and proper, singular and plural, and possessive forms. Verbs, contractions, correct use of have and has, may and can, lie and lay, etc.

GRADE VI.

Reading. See fifth grade.

Penmanship. State Series Copy Book No. 5 completed. Also selected models.

Spelling. As in fifth grade, with some attention to derivation of words and use of dictionary.

Grammar and Composition. Dictation and transcription of material for memorizing. State Series English Lessons, Book II, Part I, omitting lessons 10, 15, and 17. Composition based on *Composition*, Part I, page 223.

GRADE VII.

Reading. See fifth grade.

Penmanship. In this and the following grade no special periods for formal penmanship are assigned.

Spelling. As in preceding grades.

Grammar and Composition. Dictation, transcription, and memorizing as in preceding grades. State Series English Lessons, Book II, Part II. Lessons 33, 36, 37, 38, 39, 40, 43, 47, and 48 to follow the completion of the other lessons, but may be omitted if class is not mature enough.

GRADE VIII.

Reading. See fifth grade.

Penmanship. See seventh grade.

Spelling. As in preceding grades.

Grammar and Composition. Dictation, transcription, memorizing continued. State Series English Lessons, Book II, Part III, omissions in this grade being based on those of preceding grades. Composition from Part III, page 308. Some imaginative writing and original outlines.

HISTORY AND LITERATURE.

GRADE I.

History. Stories of primitive civilization, presented orally by teacher; reproduction by pupils orally, by pictures, by clay-modeling, and by simple dramas. Stories of Tree-Dwellers, Cave-Men, Early Aryans, Egyptians, Eskimos, Indians, etc. Appropriate interpretative materials, such as myths, legends, ballads, folklore, etc.

Literature. The following stories are read to the class to encourage love of story and develop oral expression through simple reproduction: The Three Bears; Cinderella; Jack and the Bean Stalk; Little Tuppen; The Three Goats Named Bruse; The Three Pigs; Drakesbill and His Friends; The Elves and the Shoemaker; The Lion and the Mouse; The Fox and the Crow; The Wind and the Sun; Reynard the Fox; The Story of Agoonack; Bow-wow and Mew-mew; Letters from a Cat; Stories from In Mythland, Vol. I; Selections from New Year's Bargain. Selections for memorizing as follows: One, Two, Three; Whenever a Child is Born; The Baby; One Mother; My Shadow; Sweet and Low; The Ferry for Shadow-town; The Dandelion; The Little Plant; Which Loved Mother Best?

GRADE II.

History. Culture stories of primitive civilization, presented as in preceding grade. Lake-Dwellers, Tent-Dwellers, Stories of early Persians, Greeks, Phœnicians, Native Africanders, Vikings, Indians. Reproduction as in preceding grade.

Literature. Stories read to class, method as in preceding grade: The Ugly Duckling; The Fisherman and His Wife; The Frog Prince; The Five Peas; Hans and the Four Big Giants; Beta and the Lame Giant; Prince Harweda; The Loving Cup; Little Blessed Eyes; The Fair White City; Beautiful Joe; Adventures of a Brownie; Dick Whittington; Stories from In Mythland, Vol. II. Selections for memorizing: Good Night and Good Morning; Dandelion Fashions; Bed in Summer; The Night Wind; Wynken, Blynken, and Nod; Autumn Leaves; Tennyson's Morning Song; Seven Times One; selections from Hiawatha.

GRADE III.

History. Stories of developing civilization such as are found in the first three chapters of True's *The Iron Star;* stories of early Greeks and Romans, with appropriate myths and legends; stories of American aborigines and tales of the discovery and settlement of America. Stories presented orally with reproduction as in preceding grades.

Literature. Stories read to class, method as in preceding grades: Selections from Arabian Nights; Cooke, Story of Ulysses; stories from Hawthorne's Wonder Book; Black Beauty; Alice in Wonderland; The Little Lame Prince; Stockton, Fanciful Tales. Selections for memorizing: Psalm I; Our Flag; Little Brown Hands; October's Party; Cheerfulness; Discontent; Don't Give Up; Drive the Nail Aright; The Brown Thrush; The Children's Hour; The Wounded Curlew.

GRADE IV.

History. Continue Greek and Roman stories; stories of early Teutons with appropriate legends and folklore, leading up to settlement of Anglo-Saxons in England and Norse discovery of America; tales of early exploration in America continued, with particular stress on the work of the Spanish in the Southwest. Instruction still largely oral, but in a few instances books are furnished pupils for reading.

Literature. Stories read to class, method as in preceding grades: Baldwin's Old Greek Heroes; Mowgli stories in Jungle Books, Vols. I and II; selections from Uncle Remus; Little Men; Robinson Crusoe; Biography of a Grizzly. Selections for memorizing: Psalm 121; A Night with a Wolf; Grandpapa; Children; The Mountain and the Squirrel; Abou Ben Adhem; The Sandpiper; The Bugle Song.

GRADE V.

History. Stories of the Middle Ages grouped under the following topics: (1) Development of Christianity and its effect on paganism. (2) Rise and development of Mohammedanism. (3) Charlemagne and his work. (4) The Romance of Roland. (5) Feudalism, chivalry, and the feudal castle. (6) Monasticism and the monasteries. (7) Alfred the Great and Saxon struggles in England. (8) Knut, the Dane. (9) The rise of the Normans and William the Conqueror. (10) Robin Hood and his times. (11) The Crusades. (12) Life in town and country during the Middle Ages. (13) Wallace, Bruce, and Douglas.

(14) The Hundred Years' War and Joan of Arc. (15) End of the Middle Ages. Instruction largely oral, but increasing number of books furnished pupils. Reproduction as in preceding grades, but more stress laid on written and dramatic expression.

Literature. In this grade and the following grades lessons in literature include: (1) The presentation, i. e., the reading of the selection, usually by the teacher; (2) The development or discussion; (3) The re-presentation by the pupils in the form of reproductions (oral and written), word pictures, the reading of selected incidents or of dialogue, and the dramatization of incidents and scenes; (4) The memorizing of selections. Oral reading is taught incidentally rather than formally, the aim being to secure from the children an intelligent, pleasant, and fairly appreciative expression of the thought. The following literary material is used: Ruskin, The King of the Golden River; Hawthorne, Wonder Book; Hawthorne, Tanglewood Tales (selections); Hawthorne, The Snow Image; Longfellow, Hiawatha; The Story of Joseph; selected short poems throughout the year; supplementary reading through the use of the Training School library.

GRADE VI.

History. Stories of Modern Civilization grouped under the following topics: (1) The Romance of the Cid—the conflict between Christianity and Mohammedanism in Spain. (2) Ferdinand and Isabella—the conquest of the Moors and the discovery of America. (3) Louis XI. of France and the downfall of feudalism. (4) The Renaissance. (5) Martin Luther and the Reformation. (6) The rival kings, Henry VIII., Francis I., and Charles V., with emphasis on Spain's greatness. (7) Henry of Navarre and the end of the religious wars in France. Elizabeth—the era of expansion and glory for England. (9) Sir Francis Drake and the sea fighters of the sixteenth century. (10) Struggle for political freedom in England-the Civil War and Commonwealth, and the Puritan emigration to America. (12) The Age of Louis XIV.—the grandeur and glory of France. (14) The French Revolution. (15) The Age of Napoleon Bonaparte-Europe revolutionized. (16) The American Revolution. More books are used and an attempt is made to introduce more formal and consecutive history.

Literature. For method, see fifth grade. The following literary material is used: Pyle, Some Merry Adventures of Robin Hood; Kingsley, The Water-Babies; Burt, Odysseus, with readings from Palmer's transla-

tion of the *Odyssey*; The Story of Daniel; Macaulay, *Horatius*; Irving, *Rip Van Winkle*; Hawthorne, *Biographical Stories*; selected short poems, principally heroic ballads, throughout the year; supplementary reading, see fifth grade.

GRADE VII.

History. Formal United States history, using State Series Grammar School History in hands of pupils. Instruction is wholly on the topical plan, with much reading outside of the text-book. Ground covered, from the discovery of America through the Revolutionary War.

Literature. For method, see fifth grade. The following literary material is used: Mabie, Old Norse Stories; Longfellow, The Skeleton in Armor; Irving, The Alhambra (selections); Longfellow, The Courtship of Miles Standish; Irving, The Legend of Sleepy Hollow; Longfellow, Evangeline; The Story of Ruth; Hawthorne, The Great Stone Face; Cooper, The Last of the Mohicans; selected short poems, in particular those of the earlier period of American life and history; supplementary reading, see fifth grade.

GRADE VIII.

History. Formal United States History continued—from the Revolutionary War to the present, including a brief study of our forms of government and a somewhat extended study of the history of California. For method, see seventh grade.

Literature. For method, see fifth grade. The following literary material is used: King Arthur and His Knights, based on the text of Lanier and Pyle, with readings from Tennyson; Lowell, The Vision of Sir Launfal; The Autobiography of Franklin; Dickens, A Christmas Carol; Whittier, Snow Bound; Scott, The Talisman; Hale, The Man without a Country; selected short poems, particularly those of a patriotic nature; supplementary reading, see fifth grade.

GEOGRAPHY AND NATURE STUDY.

GRADES I AND II.

No special periods for geography and nature study are assigned. A love of nature and feelings of sympathy for animals are developed through the conversation work of the language period, and also in connection with the story work of the literature and history periods.

GRADE III.

Geography. Geography proper is begun in this grade. The object during the year is threefold: (1) To give pupils some systematic knowledge of the city and surrounding country; (2) To develop ability to interpret and draw maps of the above; (3) To impart to the class, by means of graphic oral descriptions, supplemented by pictures and stories, as vivid an impression as possible of the noteworthy characteristics (from the child's standpoint) of the life and surroundings of some of the world's typical peoples. Develop map of schoolroom, school-building, playground, portion of city in vicinity of normal school, etc. Discuss occupational life of the people of San Diego and vicinity; products of farms, gardens, mills, mines; civil organization of city. Descriptive work based on the life and surroundings, and emphasizing the child life of the following peoples: Eskimos, Desert Arabs, Hollanders, Japanese, Italians, Mexicans, South Americans, Africans, etc.

Nature Study. Begin with study of seeds, germinating beans, corn, etc.; watching and drawing successive stages. Garden work for fall; individual plots; pupils to record dates of planting, sprouting, ripening, and other details as to mode of planting, soil, etc. Study of soil: collecting and studying samples of many different kinds from gravel to humus; growing seeds in the different soils, noting results. Study of animals and birds: the horse—kinds, uses, care of; stories of horses to awaken interest in and sympathy for them; other typical local animals; some of the typical local birds; the bulletin on Humane Education of the San Diego Normal School furnishes the type of development for this phase of the work in this grade and the next two grades. In spring term renew garden work and take up the study of flowers and the pollen distributors, such as butterflies and bees.

GRADE IV.

Geography. The knowledge of maps gained in the third grade is here used in a general study of the United States. The method of graphic oral description is also used; and rapid map sketching at the board from memory is made a constant feature of the work, in order to impress, by visualization, the facts of locational geography. The states are taken up by groups, the group as a whole being studied in so far as it possesses common characteristics, as follows: Pacific states; Rocky Mountain and Basin states; East and West Central states; South Atlantic and Gulf states; Middle Atlantic states; New England states.

Nature Study. Continue the work of the third grade, but vary by planting other seeds and studying other flowers, also other animals and birds; see third grade for use of bulletin on Humane Education. For additional study take up: the cow and dairy products; stems, leaves, and roots; irrigation and fertilization of soil; useful and injurious worms and insects; observe metamorphosis of mosquito and butterfly.

GRADE V.

Geography. The year's work is devoted to a study of the southern continents and the oceanic islands. Care is taken to exclude all unimportant features and to fix firmly in the mind the location and characteristics of all those countries, cities, rivers, etc., that have assumed importance in recent national and commercial development. Attention is given to the contrast between early aboriginal life and modern life under control or direction of Europeans and Americans. As in the preceding grade, maps are sketched; and locational geography is vitalized and enriched by full descriptive talks by the teacher, for which such books as the following are helpful sources: Carpenter's Political and Social South America: Dunton's Africa: Kellogg's Australia and the Islands of the Sea. The order of study and subdivisions are as follows: South America-Amazon region, Brazilian highlands, Andes region, Orinoco region, La Plata region; Africa-Barbary states, Sahara and Soudan, Nile region, Congo region, South Africa: Australasia-Eastern Australia, Central and Western Australia, Tasmania, New Zealand; East Indies; Philippines; Hawaiian Islands.

Nature Study. A study of sea and land life occupies most of the year in this grade, with a briefer study of the sources and preparation of man's clothing and principal foods. The grouping is as follows: water life—ccelenterates (hydrozoa, coral), starfish, crustacea, fishes, whales, seals,

seaweed; studying above by means of sketches and oral descriptions, using preserved and living specimens, and using microscope with lower forms; desert life—animals, insects, and plants of the desert, and their adaptation to environment; clothing materials—method of producing the raw materials and making the finished product; food products, treated in similar manner. See bulletin on Humane Education, as previously cited, for suggestions on the study of sea and land animals above.

GRADE VI.

Geography. The study of Europe and Asia as wholes, then by units. The units of study are in most cases the political divisions. Each of these is treated according to the following: location; physiography; climate; products; occupations. The interdependence of these facts is clearly pointed out and discussed. Maps are drawn, with special reference to the indication of products.

Nature Study. Nature Study in this grade is based on physics and chemistry, illustrated by simple experiments. The units are: air—its composition and physical properties; wind—causes, kinds; water—different forms, manner of formation of each; heat—causes, effects (expansion, fusion); combustion—causes, products of combustion, respiration as related to above; machines—lever, pulley, incline, etc.; the steam and gas engines; inertia; centrifugal force; sound; light; magnetism; electricity; liquids—relative density, buoyancy, capillarity; gases—compressibility and expansive forces, relative density, the barometer, the air pump.

GRADE VII.

Geography. The United States and the rest of North America are studied in detail, with much attention to cause and effect. Detailed study of California: physiography; mountain and river systems; climate of different sections, seeking causes; desert and fertile regions; mining, agricultural, and horticultural regions, with special attention to their respective industries; counties, with approximate location; chief cities and industrial activities therein. Briefer study of the United States along similar lines, including: the remainder of the Pacific region—Oregon and Washington; the mineral region—Rocky Mountain states, Basin states; the pasture region—parts of Rocky Mountain and West Central states, Western Texas; the grain region—West Central states, East Central states; the cotton region—South Atlantic and Gulf states; the manufacturing region—Middle Atlantic states, New England states. Brief study of Alaska, Canada, Mexico, and Central America.

Nature Study. A study of the soil and the relation of vegetation thereto comprises the greater part of the year's work, according to the following: the soil—its constituents as seen in different collected specimens, causes of soil formation, fertilization, conservation of moisture, irrigation, drainage; alkali soil—its cause and cure, and the crops adapted to it; garden work in early fall and spring, to illustrate the above principles and to serve as a basis for discussing the same; cereals as special food products of the soil—geographical distribution of the important cereals, method of producing the same; local trees—names and habits of the ornamental trees on the Normal Campus and throughout the city; fruit trees of California—care of and protection from pests; forestry—chief forest trees and their uses, the national forests, varieties and habits of the Eucalyptus. Briefer study of mining and mining products, building and paving materials.

GRADE VIII.

Geography. A study of the whole world, country by country, pointing out all possible relationship with the United States. Comparative study of physiography, water-ways, fertile and arid regions, climate, products, transportation systems, occupations, and forms of government. The commercial relationship of the United States with other countries. Frequent discussion of current events in all countries where these events have any international significance. Map-work as in sixth grade.

Nature Study. (a) A study of human physiology, to cover thirty weeks: skeleton; muscles; digestion; circulation; respiration; nervous system; special senses—sight, hearing, taste, touch, smell; the hygiene of the above, with special attention to the effects of alcohol and narcotics on the system; first aids to the injured.

(b) A study of elementary astronomy, to cover ten weeks: the more fundamental ideas of the relative position and distances of the heavenly bodies; the relation of the earth to the other members of the solar system.

MUSIC AND THE MANUAL ARTS.

GRADE I.

Music. Rote singing forms the fundamental part of the first four years' work. Songs to emphasize rhythm, melody, and spontaneity, effort being made to preserve and cultivate the pure, light, unconscious tone belonging to childhood. Ear-training, developing sense of tonality and rhythm through the use of melodic phrase sung with sol-fa syllables and words. Later in the year begin simple exercises in the use of the staff to develop eye-training.

Drawing. Constructive drawing,—observation work with and the drawing of views of sphere, cube, and cylinder; pencil sketching,—outline drawings from nature and still life; cylindric perspective; color work,—recognition of colors and color charts, work from nature in flat washes; ink silhouette from nature; illustration of stories and rhymes in pencil, color, and clay; clay modeling from nature; design,—rosettes in squares and circles; picture study.

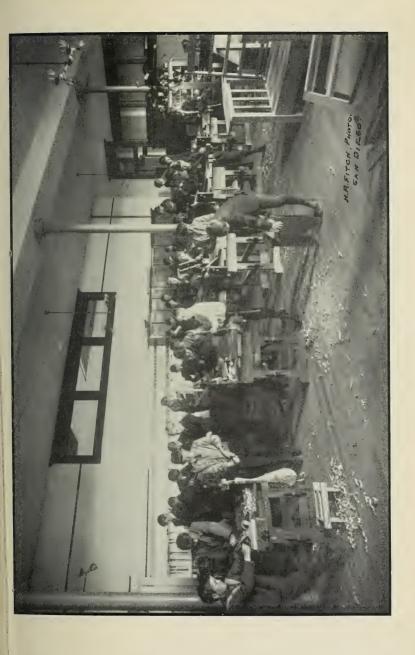
Manual Training. Raffia,—braiding and sewing mats, etc.; paper sloyd,—models requiring simplest measurements.

GRADE II.

Music. Continue work of first grade. Rote singing. Individual voice and class exercises in singing melodic phrases from dictation. Further use of the staff, showing difference of position in different keys. Use of signature.

Drawing. Constructive drawing,—observation work with and the drawing of views of the square-prism and hemisphere; pencil sketching in outline from nature and still life, using single objects; cylindric perspective; color work,—simple wash drawings from fruit, vegetables, flowers, and leaves, drawing of landscapes from memory; ink silhouette from nature; illustration of stories and rhymes in pencil, color, and clay; design,—simple repeated designs in circles and squares; clay modeling from nature; picture study.

Manual Training. Raffia,—braiding, sewing, weaving; paper sloyd,—simple models requiring no measurements less than half inch.



GRADE III.

Music. Continue song work. Individual proficiency in sight singing and rhythm practice. Take up movement involving two tones to one beat. Continue dictation. Increased attention to the development of the sense of rhythm. In this and succeeding grades much time is given to ear-training (through oral and written exercises) to develop and sharpen tone perception and to establish tone relationship.

Drawing. Constructive drawing,—study and draw views of cone and square pyramid; pencil sketching,—outline single objects and groups from nature and still life; perspective as in second grade; color work,—color sketching from nature and still life, landscapes from memory; ink silhouette and illustration work as in second grade; clay modeling from still life and nature; design,—simple repeated designs in circles, squares, and equilateral triangles; picture study.

Manual Training. Raffia,—braiding, sewing, weaving; cord work,—knotting, weaving; paper sloyd,—simple models requiring measurements not less than quarter inch.

GRADE IV.

Music. Continue song work. Exercises to develop the ability to read simple melodies at sight in any major key, to sing exercises in 2-4, 3-4, and 4-4 measure, and to sing groups of tones represented by dotted quarter and eighth notes. Exercises in two-part melodies begun.

Drawing. Constructive drawing,—study and draw views of equilateral triangular and right angled triangular prisms; continue pencil sketching, color sketching, perspective, ink silhouette, clay modeling, and illustration work as in preceding grade; design,—simple repeated designs in circles, squares, triangles, and kite shapes; picture study.

Manual Training. Raffia and cord work as in the preceding grade; wool weaving; paper sloyd as before, but requiring measurements not less than the eighth inch.

GRADE V.

Music. Continue work of fourth grade, adding exercises to develop use of chromatics. Continue rhythm, adding the dotted eighth and sixteenth and the simple forms of 6-8 measure, two beats to a measure. Two-part melodies continued. Study of some of the composers in story form.

Drawing. Constructive drawing,—simple prescribed models for woodwork, also original models; pencil sketching in light and shade from nature and still life; cylindric and parallel perspective; color work,—color sketching from nature and still life, landscapes from memory; ink wash in two tones; illustration of the content of literature and history, adapted to the grade; clay modeling from nature; design,—simple repeated designs and designs for folio covers; picture study.

Manual Training. Woodwork (for boys); models are made which teach the use of common tools and the elementary methods of joinery; this is followed by the making of original, useful articles for home or school, the idea being to encourage creative work and thus develop individuality.

Domestic Economy. Sewing (for girls); needle sizes, thread numbers, use of thimble, method of taking a stitch; basting, overcasting, backstitching, buttonholes, fells, darning, seams, hemming, gathering, patches, loops; cutting and machine work; making of articles, such as—sewing bag, kettle holder, sewing apron, doll clothes, etc.; darning stockings, patching worn garments; lessons on materials,—silk, cotton, wool, etc.

GRADE VI.

Music. Further exercise in preceding technique. Introduce gradually all the chromatics, and give exercises in the application of syllables to any short, simple melody, from memory or dictation. Exercises in the minor mode. Three-part singing. Brief study of composers, in story form, continued.

Drawing. Constructive drawing,—prescribed and original drawing for woodwork; pencil sketching,—light and shade from nature and groups of still life; cylindric, parallel, and angular perspective; color sketching, ink wash, and illustration as in preceding grade; design,—repeated surface designs, using curves to space off back grounds, designs for book, folio and magazine covers.

Manual Training. Woodwork (for boys) as in preceding grade.

Domestic Economy. Sewing (for girls); hemstitching, bias seams, plackets, tucks, napery hem, over-handing, and over-seaming; fastenings, and flannel stitches; cutting and general use of machine; making of articles, such as—stocking bag, baby sack, cooking apron, handkerchief, iron holder, etc.; lessons on materials,—silk, cotton, wool, etc.

GRADE VII.

Music. Review and continue work of sixth grade. In rhythm pupils should be able to read all the forms found in 6-8 measure and to sing four tones to one beat. Syncopation. Brief study of composers as in preceding grades.

Drawing. Continue constructive drawing, pencil and color sketching, perspective, and illustration as in preceding grade; ink wash in three tones; design,—repeated surface designs, using curves and irregular spacings for foundation, design for book covers, folio covers, etc.

Manual Training. Woodwork (for boys) as in preceding grades.

Domestic Economy. Cooking (for girls); air in relation to life and fire; fuels, water, cleanliness; fuel foods,—starch, potato, cereals; tissue-building foods—eggs, milk, butter, cheese; flour and flour pastes,—quick breads, yeast breads, macaroni; food in its relation to life,—body stuffs, food stuffs, diet, etc.

GRADE VIII.

Music. Complete review of previous work. Introduce bass clef. Brief study of composers as in preceding grades.

Drawing. Constructive drawing, pencil and color sketching, and per spective as in preceding grades; landscape and flower composition in line and wash; design,—applied designs for surface coverings (book, folio, magazine), fans, pillows, etc.

Manual Training. Woodwork (for boys) as in preceding grades.

Domestic Economy. Cooking (for girls): tissue-building foods,—meats, composition and cooking of meats, cuts of meats, fish, food values; fuel foods,—fats and oils, cooking in fat, frying and sautéing; acid and salt supplying foods,—fruits, vegetables, soups, salads; sugar,—value as food, common sense in the use of sugar, cakes, desserts, etc.; preservation of food,—canning, jellies, action of bacteria; beverages,—coffee, tea, cocoa, chocolate.









CATALOGUE for 1908-09 and Circular of Information for 1909-10



UNIVERSITY OF ILLINOIS

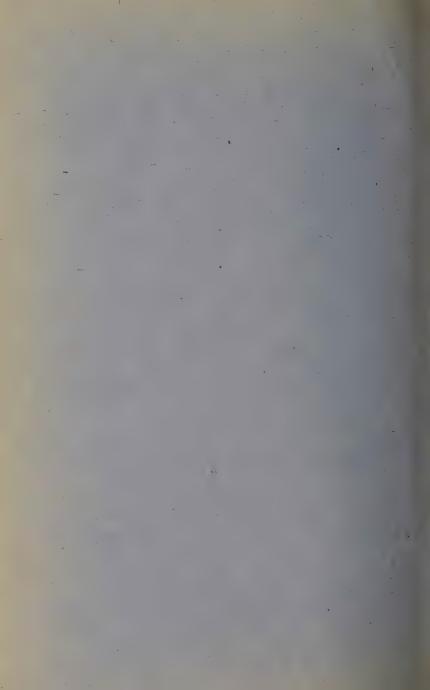
PRESIDENT'S OFFICE.

State Normal School

San Diego, California

FIRST TERM Begins September 13, 1909

SECOND TERM Begins February 7, 1910



STATE NORMAL SCHOOL

OF

SAN DIEGO, CALIFORNIA

Circular of Information

AND ·

UNIVERSITY OF ILLINOIS

Announcements

PRESIDENT'S OFFICE.

FOR 1909-1910.

CATALOGUE FOR 1908-1909

SACRAMENTO

W. W. SHANNON, - - - - Superintendent of State Printing.



9-17

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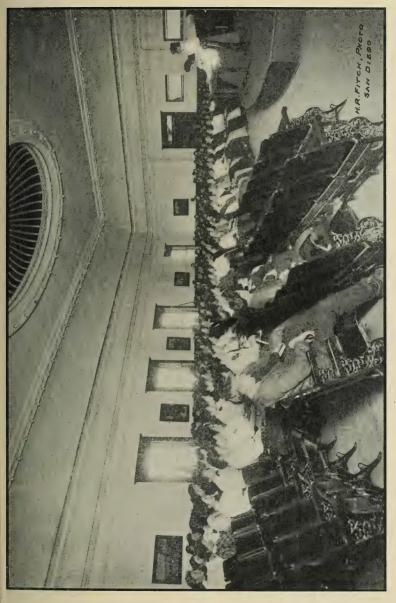
CALENDAR FOR 1909-1910.

FIRST SEMESTER.

Training School conferences begin - Thursday, September 9, 1909
General faculty meeting Saturday, September 11, 1909
Admission and general registration
Admission and general registration Training School opens Training School opens
Class registration Tuesday, September 14, 1909
Thanksgiving recess begins at noon - Wednesday, November 24, 1909
School reopens Monday, November 29, 1909
Holiday recess begins evening of Friday December 17, 1909
School reopens Tuesday, January 4, 1910
Semester closes Friday, February 4, 1910

SECOND SEMESTER.

Admission and ger	1eral	regi	strati	on -	-	Monday, February 7, 1910
Class work begins	-	-		-	-	Tuesday, February 8, 1910
Spring recess begin	ns ev	enin	g of	-	-	- Friday, April 8, 1910
School reopens	-	-	-	-	-	- Monday, April 18, 1910
Dedication day -	-	-	-	-	-	- Friday, April 29, 1910
Commencement	-	_	_	_		- Thursday, June 23, 1910



BOARD OF TRUSTEES.

HON. JAMES N. GILLETT,	Ex Officio.	Governor
HON. EDWARD HYATT,	Superintende Ex Officio.	nt of Public Instruction
ISIDORE B. DOCKWEILER,		- Los Angeles
HON. M. L. WARD, -		San Diego
CHARLES C. CHAPMAN, -		Fullerton
DR. JOHN W. STEARNS,*-		San Diego
JOHN S. AKERMAN,	4	San Diego
PHILIP MORSE, †	- , - , -	San Diego

OFFICERS OF THE BOARD.

HON. M. L. WARD,	-		-	-	-	-	-	-	President
HELEN DALE, -	<u> </u>	-,	-	- .	-	-	-	_	Secretary

EXECUTIVE COMMITTEE.

HON. M. L. WARD, PHILIP MORSE,

JOHN S. AKERMAN.

^{*} Died March 5, 1909. †Appointed March 17, 1909.

FACULTY, 1908-1909.

SAMUEL T. BLACK, PRESIDENT, - - School Administration.

Pupil Teachers' Course, British Schools.

Teacher in rural schools of California, 1868-1870; Principal town and city schools, 1870-1889; admitted an attorney and counselor-at-law in the Supreme Court of California, 1879; Principal Ventura High School, 1889-1891; County Superintendent Ventura County, 1891-1895; State Superintendent of Public Instruction, 1895-1898. (Appointed September, 1898)

EMMA F. WAY, PRECEPTRESS, - Reading and Preparatory Latin.

Grand River Institute, Ohio.

Principal Grammar School, Liberty, Ohio, 1876–1877; Preceptress Grand River Institute, 1877–1878; Instructor in Mathematics, Warren High School, Ohio, 1880–1886; student Oberlin and University of California, 1886–1887; Principal Southwest Institute, San Diego, 1887–1899. (Appointed October, 1898.)

ALICE EDWARDS PRATT, REGISTRAR, - - - English.
Ph.B., Univ, Cal.: Ph.D., Chicago.

Assistant Principal Santa Rosa Seminary, 1883-1892; graduate student and Fellow, University of Chicago, 1892-1897; Critic in English, Vassar College, 1897-1898. (Appointed October, 1898.)

EDITH McLEOD, - Principal Training School and Supervising Teacher Grammar Grades.

State Normal School, Mass.; Graduate Teachers' College, Columbia.

Teacher grammar schools of Massachusetts, Wyoming, and California, 1871-1890; Principal of City Grammar School, San Diego, 1890-1899. (Appointed July, 1899.)

ELISABETH ROGERS, - - Supervising Teacher Primary Grades.
State Normal School, Albany, N. V.

Principal primary department training school State Normal School, Chico, California, 1890-1900. (Appointed July, 1900.)

J. F. WEST, - - - - - - Mathematics.

A.B., Stanford; graduate student, Harvard.

Teacher rural schools of Illinois, 1885–1888; Principal Compton schools, California, 1888–1893; Principal Paso Robles High School, 1893–1896, (Appointed July, 1900.)

W. F. BLISS,* - - - - - History and Civics.

B.S., Mount Union; B.L., Univ. Cal.

Teacher and Principal rural and village schools, Pennsylvania and Ohio, 1878-1884; Vice-Principal Beaver High School, Pennsylvania, 1886-1889; Superintendent city schools, Rochester, Pa., 1889-1891; Supervising Principal, Colton, Cal., 1892-1898; Vice-Principal and Instructor in History, High School, Santa Barbara, Cal., 1899-1900. (Appointed September, 1900.)

W. T. SKILLING, - - - - Physical Sciences

State Normal School, Los Angeles, Cal.; M.S Univ. Cal.

Teacher in public schools, Los Angeles, Cal., several years: Assistant in Physics, University of California, 1899-1901. (Appointed September, 1901.)

ANNA H. BILLINGS, - - - - - English.

B.L., Smith College; Ph.D., Yale University.

Instructor, Smith Academy, Mass., 1881-1887; Instructor in English, University of Southern California, 1892-1894; Instructor, Latin and German, High School, Riverside, Cal., 1894-1895; Instructor in English, High School, Redlands, Cal., 1898-1899; Instructor in English and German, High School, Long Beach, Cal., 1992-1903; Substitute in English, State Normal School, San Diego, Cal., 1904-1905. (Appointed July, 1905.)

^{*} Absent on leave Sept. 1, '08—Jan. 1, '09; also during March and April, '09. Mary W. Williams, Substitute.

JESSIE RAND TANNER, Physical Education. Graduate Boston Normal School of Gymnastics. Substitute, High School, Fort Plain, N. Y., 1897–1899; student, Syracuse University, 1899–1900; tutor, Brookline, Mass., 1901–1902. (Appointed July, 1904.) HARRIET H. GODFREY. English and History. B.L., Univ. Cal. Instructor in English, San Diego High School, 1895–1898; Instructor in English and History, Alameda County Union High School, Centerville, 1899–1901; Instructor in English, San Diego High School, 1901–1905. (Appointed July, 1905.) EMILY O. LAMB,* Drawing, Manual Training. State Normal School, Brockport, N. Y.; Normal Art Course, Pratt Institute, N. Y. Substitute in Drawing, State Normal School, Brockport, N. Y., 1894-1895; Departmental Drawing, grade schools, Newton, N. J., 1896-1897; Department of Drawing, Cumberland Valley State Normal School, Pa., 1897-1899; Supervisor of Drawing in grade schools and High School, Santa Barbara, Cal., 1900-1904. (Appointed July, 1905.) W. C. CRANDALL. Biological Sciences. A.B., Stanford University. Instructor in Science, Ogden High School, Utah, 1899-1904; Instructor in Science, Kern County High School, 1904-1905. (Appointed July, 1905.) W. W. KEMP, DIRECTOR OF TRAINING SCHOOL, Education. A.B., Stanford University. Master and instructor in history, Hoitt's School, 1899-1903; Principal city school, Alameda, 1903-1904, 1905-1906; graduate student and assistant in education, Stanford, 1904-1905. (Appointed August, 1906.) L. ARENA DAVIS, Music. Special preparation, State Normal College, Vpsilanti, 1901-1902; graduate Thomas Normal Training School, Detroit, 1904; Supervisor of Music, Tupper Lake, N. Y., 1904-1905; Tecumseh, Mich., 1905-1906. (Appointed August, 1906.) MRS. ADA HUGHES COLDWELL, Household Arts. Grade Teacher, Alameda, Cal., Schools, 1895–1899; Special study, Europe, 1899–1900; Supervisor of Drawing in Grades and High School, Alameda, Cal., 1900–1906; Special Student in Domestic Science, Teachers' College, Columbia University, New York City, 1907. (Appointed June, 1907.) MRS. LYDIA M. HORTON, Librarian. DR. CHARLOTTE J. BAKER, Medical Examiner. Assistant in Training School. PAULINE T. BLACK, Office Secretary. HELEN DALE, - Janitor. HERRICK S. COLE, -

MARTIN ROTH.

Gardener.

^{*} Absent on leave Feb. 1-July 1, 1909. Maud E. Love, Substitute.

REQUIREMENTS FOR ADMISSION.

Candidates for admission must be at least sixteen years of age, of good moral character, and physically healthy.

All applicants for admission must sign the following declaration:

I hereby declare that my purpose in seeking admission to the State Normal School of San Diego is to fit myself for teaching, and that I intend to teach in the public schools of California, or of the State or Territory in which I may reside.

Applicants will be admitted as follows:

- (a) Recommended graduates of accredited secondary schools of California.
- (b) Graduates of secondary schools outside of California; provided, their credentials are the equivalent of recommended graduation from a California secondary school.
- (c) Applicants partially recommended, and graduates of non-accredited high schools, will be admitted conditioned upon making up deficiencies, either by examination or by class work, at the option of the department concerned.
- (d) Applicants presenting credentials from institutions of the college grade will be assigned to such advanced standing as, in the judgment of the Committee on Advanced Standing, their credentials may entitle them to; provided, all such students shall be required to spend at least one year in attendance at the Normal School before receiving the diploma of graduation.
- (e) Teachers of experience holding either the grammar school or the first grade certificate, not candidates for graduation, will be admitted as visiting teachers for the purpose of doing special work.

* * *

ADVANCED STANDING.

Experienced teachers holding the grammar-school or first-grade certificate will be admitted to the Normal School upon presenting such certificate, together with satisfactory letters of recommendation. They will receive such credit as their preparation and *successful* experience may warrant. On the other hand, they will be required to make up such deficiencies as their work in the school may reveal.

Credits for successful teaching will be given on the following basis:

For 4 or more years	 200 hours
For 2-4 years	 150 hours
For 1-2 years	100 hours

Less than one year of teaching will not be recognized.

One year of teaching will be interpreted to mean not less than eight months.

Students who have graduated from an accredited High School or its equivalent, and who have also had not less than one continuous year of successful experience in teaching will be given a course covering three semesters, and embracing not less than 1,200 hours (including teaching conferences).

Credits obtained in the State Normal Schools of California or other states, or in colleges and universities of recognized standing, will be honored so far as they cover the work of the regular course of study in this school.

The Committee on Advanced Standing (consisting of the President, the Registrar, and the Director of the Training School), in arranging programs for students admitted under the foregoing conditions, will first provide for courses in Education, and then add other branches to complete the required number of hours; such branches will be determined by the committee in conference with the applicant.

* * *

GRADUATE COURSES.

Advanced courses in three subjects, Drawing, Manual Training, and Household Arts, are offered to graduates of Normal Schools, Colleges, or Universities of recognized standing. These courses necessarily presume an amount of preliminary training in these subjects not less than that required of the undergraduates in this school.

The aim of these courses is to prepare special teachers to take charge of these branches in the elementary schools of our towns and cities. It is presumed that only those having interest and ability along these lines will desire to make any one of them a specialty. To such students these courses will offer the opportunity of preparing themselves (a) to supervise the work in Drawing, or Manual Training, or Cooking and Sewing throughout the grades in some one school building in a city which employs a general director of the subject; or (b) to direct the work in the chosen line in all the grades of a smaller city or town.

Students satisfactorily completing any of the courses will be given a certificate of proficiency signed by the proper school authorities.

RECOMMENDATIONS.

All candidates for admission must present one or two letters of recommendation from responsible people—former teachers, where possible. Applicants from other Normal Schools, or schools of equivalent grade, must file with the Registrar honorable dismissal certificates, signed by the proper authorities of the schools or colleges last attended by said applicants. Each honorable dismissal certificate should state the educational record of the applicant.

* * *

HIGH SCHOOL CERTIFICATION.

The law provides that the State Board of Education shall prescribe the general rules upon which County Boards and County and City Boards of Education may grant regular high school certificates.

Those general rules have been thus formulated:

- 1. High School Certificates may be issued under the provisions of Section 1521, subdivision 2(a), and Section 1775, subdivision 1(a), of the Political Code of California, as follows:
- (a) To candidates who have received the Bachelor's Degree from a college requiring not less than eight years of high school and college training, and who submit evidence that in addition to the courses required for the Bachelor's Degree they have successfully completed at least one year of graduate study in a university belonging to the Association of American Universities; which year of graduate study shall include one half-year of advanced academic study (part of the time, at least, being devoted to one or more of the subjects taught in the high school), and such other time in a well-equipped training school of secondary grade directed by the Department of Education of any one of the Universities of the Association, as may be necessary to fulfill the pedagogical requirements prescribed by this Board.
- (b) To candidates who have received the Bachelor's Degree from a college requiring not less than eight years of high school and college training, and who submit evidence that in addition to the courses required for the Bachelor's Degree they have successfully completed at least one half-year of graduate study in a university belonging to the Association of American Universities which half-year of graduate study shall consist of advanced academic study (part of the time, at least, being devoted to one or more of the subjects taught in the high school); and six months as student teachers in a well-equipped school of secondary grade directed by a California State Normal, or its recognized equivalent, under conditions conforming to the requirements prescribed by this Board as the minimum amount of pedagogy.

(c) The minimum amount of pedagogy which Section 1521, subdivision 2(a), of the Political Code, directs the State Board of Education to prescribe, is hereby declared to be as follows:

Satisfactory completion of courses, suitable and essential to acquiring efficient skill in teaching and an intelligent comprehension of the scope, and the attainable goals in high school instruction; said courses to be equivalent to not less than twelve hours per week for one half-year, provided, that at least one third of this work shall

consist of practical teaching under the direction of supervising instructors of academic competency and breadth of pedagogic comprehension who for a period of

not less than two years have taught the subjects in which they supervise.

2. In fieu of the pedagogical training above prescribed, candidates may submit evidence showing that they are graduates of a California State Normal School, or other Normal School officially recognized by this Board as of equivalent rank, or have taught with decided success as regular teachers or as principals at least twenty months in any reputable school, elementary or secondary; and provided that until further notice, the practical teaching prescribed may have been pursued in schools of grammar or secondary grade in connection with a California State Normal School, or under the direction of the Department of Education of the University of California or of Leland Stanford Junior University, as evidenced by a certificate of proficiency.

3. The institutions embraced in the Association of American Universities, men-

tioned in Rule 1 hereof, are the following:

University of California, Berkeley, Cal.; Catholic University of America, Washington, D. C.; University of Chicago, Chicago, Ill.; Clark University, Worcester, Mass.; Columbia University, New York City, N. Y.; Cornell University, Ithaca, N. Y.; Harvard University, Cambridge, Mass.; Johns Hopkins University, Baltimore, Md.; Leland Stanford Junior University, Palo Alto, Cal.; University of Michigan, Ann Arbor, Mich.; University of Pennsylvania, Philadelphia, Pa.; Princeton University, Princeton, N. J.; University of Wisconsin, Madison, Wis.; University of Virginia, Charlottesville, Va.; Yale University, New Haven, Conn.; University of Illinois, Champagne, Ill.; University of Missouri, Columbia, Mo.; University of Minnesota, Minneapolis, Minn.

The State Normal School of San Diego, being provided with a preparatory department embracing all high school grades, is especially fitted to furnish to a limited number of college graduates the opportunity for the practice teaching in "a well-equipped school of secondary grade" (see *b* above) required of them as candidates for the High School Certificate.

* * *

HALF-YEAR COURSE FOR CANDIDATES FOR THE HIGH SCHOOL CERTIFICATE.

I. Teaching at least two secondary classes per day for one semester under supervision, together with preparation of detailed lesson plans and outlines.

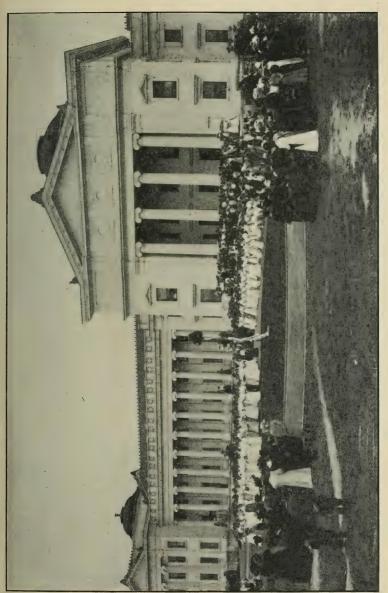
At least 10 hours per week for one semester.

II. Teaching conferences.

2 hours per week for one semester.

III. Assigned readings, reports, and discussions, relating to the fundamental principles of both elementary and secondary education.

3 hours per week for one semester.



MAY DAY PROCESSIONAL.

AIM OF THE SCHOOL.

The main purpose of a Normal School is to prepare suitable persons to teach in the public schools of the State. No one unsuited by natural inclination, ill health, or physical disability, should apply for admission.

The Normal School course demands of all who enter upon it adequate preparation, native ability, and a willingness to study. Prompt and regular attendance at the daily recitations, satisfactory preparation of assigned lessons, and good health will insure creditable records in the various lines of study and instruction.

N N N

EXPENSES.

Students are required to furnish their own text-books. Tuition is free in all departments.

Rooms and board may be had at very reasonable rates. Students not residing at home must consult the Preceptress of the school before securing boarding-places. Letters of inquiry may be addressed to her at the Normal School, where she may be found one week before the opening of the school.

* * *

RULES GOVERNING LEAVE OF ABSENCE AND WITHDRAWALS.

- 1. Students desiring leave of absence for one day only shall make oral application to the Preceptress.
- 2. Students desiring leave of absence for more than one day shall make their request in writing, and the petition must specify both the length of time and the reason for which such leave is desired.

This rule will apply also to students who find it impossible to return on the first school day next succeeding any vacation.

3. When any student shall withdraw from the school without giving proper notice to the President, or, in his absence, to the Preceptress, or shall have been continuously absent for two consecutive weeks without satisfactory explanation, the name of such student will be dropped from the roll, and no record of honorable dismissal will be made.

WINDING THE MAY POLE.

4. Students whose names have been dropped from the roll shall be reinstated only by a vote of a committee of the Faculty, consisting of the President, the Preceptress, and the Registrar.

* * *

CONDITIONS AND FAILURES.

A student conditioned in any subject may arrange with the instructor concerned for such supplementary examinations or study as will make good the deficiency. If such deficiency is not removed by the middle of the succeeding semester, it will become a failure.

* * *

RIGHTS OF GRADUATES.

The rights and privileges of graduates of California State Normal Schools are defined in Section 1503 of the Political Code, the principal features of which are as follows:

The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue a diploma of graduation to those pupils who worthily complete the full course of study and training prescribed.

Said diploma shall entitle the holder thereof to a grammar school certificate from any county or city and county board of education in the State.

Whenever any county or city and county board of education shall present to the State Board of Education a recommendation showing that the holder of a California State Normal School diploma has had a successful experience of two years in the public schools of this State subsequent to the granting of such diploma, the State Board of Education shall grant to the holder thereof a document signed by the President and Secretary of the State Board, showing such fact. The said diploma, accompanied by said document of the State Board attached thereto, shall become a permanent certificate of qualification to teach in any primary or grammar school in the State.

Graduates of a State Normal School desiring either immediately or after a few years' experience in teaching, to continue their studies at the State University or at Leland Stanford Junior University, may enter either of these institutions with a credit of 30 units (equivalent to one year). To obtain this credit it is necessary only to present with the diploma of graduation a special recommendation from the Normal School Faculty.

EQUIPMENT.

The library contains over eight thousand carefully selected volumes, and is supplied with the standard periodicals. The room is bright and cheerful and is furnished with separate chairs and tables for study purposes.

The physics, chemistry, biology, and domestic science laboratories are

thoroughly equipped with the most modern apparatus.

The room for drawing and manual training is furnished with eighteen double workbenches and all necessary tools. It is a large room, 50 by 50 feet, with a northern exposure, thus insuring a steady light, and is well supplied with reference books, photographs, casts, and objects for still-life study.

The gymnasium, located in the west wing, is a large room, 36 by 74 feet and 18 feet high. The equipment, intended for the Ling or Swedish system of gymnastics, is ample to meet all the requirements of the courses in physical education.

A A A

ATHLETICS.

The school buildings are located on a mesa three hundred and fifty feet above the bay and are surrounded by a campus of sixteen and one half acres, which affords large opportunities for out-of-door sports and games. There are two tennis courts of decomposed granite, and separate courts for basket ball and captain ball. Tennis is the ever-popular game, while other games come and go with the seasons.

The sports of the students are under the direction of a Faculty committee working in unison with the department of Physical Education.

The Rowing Association, which was formed early in the history of the school, presents the most active phase of student athletics. This association, which consists of six crews, owns a well-equipped eight-oared barge. Each crew has its student officers and its regular day for rowing. The superior officers are a commodore and a business manager chosen from the Faculty.

PROFESSIONAL COURSE.

JUNIOR YEAR. FIRST SEMESTER. SECOND SEMESTER. Education I 3 Education II Physiology 5 Reading 2 Arithmetic..... 4 Drawing II and Sewing or Drawing II and Woodwork or Cooking Physical Geography or Biology 3 Drawing I and Manual Training 5 Music I 3 Music II Physical Education II 2 SENIOR YEAR. FIRST SEMESTER. SECOND SEMESTER. Education IV 2 Education III 3 Economic History 3 School Administration History of Literature 5 Teaching Conferences _____ 4 Physical Education III..... 1 Teaching Conferences..... 6

Chorus practice twenty minutes daily throughout the entire course. The Arabic numerals denote the number of recitations per week. Recitations last forty-five minutes, with intervals of five minutes.

The teaching assignments are so arranged that each student teacher is brought into actual teaching contact with every branch in the curriculum of the training school, at the same time giving ample opportunity for observation.

BRIEF DESCRIPTION OF THE PROFESSIONAL COURSES.

EDUCATION.

Though the aim of the work in "Education" is to make teaching as soon as possible a process in which theory and practice are scarcely to be distinguished, it is considered essential to the mastery of the process that it begin with the aspect called theory. Before engaging in practice the student-teacher should see clearly the end for which practice exists. In keeping with this point of view, the broad problem of education is introduced from one to two terms before actual teaching begins. From this point on the two phases run parallel, the theoretical work centering more and more upon specific questions, to the end that the final result may be an enlightened and intelligent practice.

The theoretical aspects are presented in a course extending through eighty weeks. Effort is directed toward keeping in the student's mind from the beginning the central problem of education, namely, the taking of the child from where he is toward where he ought to be. To this end the usual method of presenting the theory of education under such heads as "Psychology," "Child Study," "School Hygiene," "Pedagogy," "Methods," and "History of Education" is not followed. Selection is made from all those fields of that material only which is pertinent to the problem, and this material is so organized that the student's knowledge is day by day made fuller along three lines—the nature of the child, the end to which he is to be educated, and the means to be employed in the process. The work throughout consists of lectures, selected readings, reports, papers, and class discussions.

Education I. The course begins with a discussion of the child as a growing organism. The student is introduced to the biological and evolutionary conceptions of the origin of the race, and is accustomed to the fact of growth. In a discussion of the meaning of infancy he is given some conception of the significance of education and is prepared for the next step—a consideration of the factors in growth: heredity and environment. Then follows a study of some special lines of growth and their control: height and weight; movements—instinctive, imitative, voluntary; the nervous system—its structure and functions; the conditions of nervous functioning—exercise and habit, play, fatigue, epochs of growth, etc.; the evolution of the

primitive self. This preliminary course concludes with a discussion of the sense organs and the simpler states of consciousness. The aim throughout is to present the child as an organic being, predisposed to grow along lines dictated by physical heredity, but capable of modification by environment. The course leads naturally into the work of the next twenty weeks, which treats of "The Growing Mind."

3 hours a week for one semester.

Education II. The second part of the course treats of the child, now a psychological person. Along this line are discussed from a genetic point of view, the following topics: "The stream of consciousness," what the self is, the self-functioning in the conscious process—perceiving, discriminating, imagining, reasoning, judging, willing; conditions and control of the conscious process—attention, association, memory, interest, apperception; the ideally organized individual—the moral man in whom feeling, intellect, and will symmetrically blend in the higher human emotions and pass into effective action.

3 hours a week for one semester.

Education III. The third part of the course treats of the body of culture in its relation to the child, as a psychological person. It presupposes academic work in the several branches of study and aims at an examination of these branches as nutrition for the growing mind. Assuming that education is the gradual adjustment of the educable child to the spiritual possessions of the race, it undertakes the study of these possessions, the body of culture, under the following heads: the scientific inheritance, the literary inheritance, the æsthetic inheritance, the institutional inheritance, the religious inheritance. Concerning each of these great traditions certain broad educational questions are raised, such as its primitive origin and the main features of its history; its significance as an expression of the racial and individual consciousness, its emphasis at the present time, etc. A description of the fairly separable directions within the tradition is attempted, with an estimate of each, and the educational value and service of the tradition as a whole are characterized as they have been set forth by their great exponents. In connection with the "institutional inheritance" a study of the social aspects of education is made under such topics as "the school and the family," "the school and the industrial order," "the school and democracy," "the school and the church." This general survey is followed by an examination of those epochs in history wherein particular traditions significantly affected educational theory and practice.

3 hours a week for one semester.

Education IV. (a) The Elementary Curriculum. An attempt is made here to have the student focus the knowledge gained in the professional courses, the academic courses, and in the Training School, upon the problems presented by the elementary school curriculum, to the end of stating for himself governing principles for the selection of subjectmatter, its distribution along the grades, and the methods of its presentation. Each subject is therefore examined with a view to determining its appropriate educational service in a well-balanced curriculum.

(b) School Administration. This comprises a brief survey of the general features of school administration in the United States, comparing it incidentally with that of the leading European countries; a study in detail of the California system of administration, including the powers and duties of the various school boards and school officers, the collection and distribution of school funds in California, the law for certificating teachers, the constitutional and statutory provisions for ethical, intellectual, scientific, and industrial improvement, etc.

(c) Physical Education. This is a brief course designed to give the student-teachers a working knowledge of some of the most important

phases of physical education.

The work is carried on by means of lectures, demonstrations, and personal investigations. The required courses of Physical Education I and II form the basis.

Description of course:

- 1. Games—Theory and Practice.
- 2. School and Personal Hygiene.
- 3. Emergencies.

5 hours a week for one semester.

PRACTICE TEACHING.

Each student teaches in the Training School during the entire Senior year, one hour per day during the first term and two hours per day during the second.

In order that each student may have experience in all subjects of the elementary curriculum, these subjects are classed into six groups. The teaching in each group is supervised by one or more members of the Normal School Faculty. This supervision consists of the directing of the daily teaching by means of lesson plans, model recitations, and individual suggestions, and of instruction in a class composed of all the student-teachers of the group. This class meets regularly for the discussion of the practical problems connected with the daily recitation, the material to be presented, the mental processes involved in thinking and acquiring

the subjects, the educational service of the subjects, and the most effective methods of presentation. In addition to the model recitations and suggestions given in the course of the inspection of class work, each supervisor conducts a formal model recitation weekly in some one of the respective grades.

Teaching assignments are so made that each student teaches in primary, intermediate, and upper grades. Credit in "Teaching" is given when the student teacher is deemed by the supervisors of the several groups a fit and responsible person to be entrusted with the care of a public school.

The several teaching groups are as follows:

Teaching I. Primary Number Work and Formal Language.

5 hours per week for 10 weeks.

Conferences. 4 hours per week for 10 weeks.

Teaching II. Geography and Nature Study.

Conferences.

5 hours per week for 10 weeks. 2 hours per week for 10 weeks.

Teaching III. Grammar Grade, Arithmetic and Formal Language.

5 hours per week for 10 weeks.

Conferences. 4 hours per week for 10 weeks.

Teaching IV. Literature and Composition.

5 hours per week for 10 weeks.

Conferences. 2 hours per week for 10 weeks.

Teaching V. History and Civics.

5 hours per week for 10 weeks.

Conferences. 2 hours per week for 10 weeks.

Teaching VI. Music and the Manual Arts.

5 hours per week for 10 weeks.

Conferences. 4 hours per week for 10 weeks.

The teaching assignments do not necessarily follow the order here indicated.

ENGLISH.

(a) **Grammar.** A review of grammar, based as far as possible upon the text adopted by the State, with especial emphasis upon parsing and sentence structure.

3 hours a week for one semester.

(b) Reading and Phonics. Phonic work, including articulation drill, and study of English sounds and of the action of the organs in

forming them. Practical work in expression: time, pitch, quality, force. Analysis of various type-selections. Discussion of methods to be used in the teaching of reading.

2 hours a week for one semester.

TEXT.—Grammar, State series.

Clark: How to teach reading. Kimball: The English sentence.

LITERATURE.

This course is intended to give a general survey of the development of English Literature. Lectures will be accompanied by class study of typical masterpieces. While the emphasis will fall upon the far separated Anglo-Saxon and Victorian days, the work will be so planned that the student should secure the following results: (1) a knowledge and appreciation of the national tendencies and ideals which have persisted in English literature; (2) an acquaintance with the great periods in the evolution of our literature, and a study of the reason why certain literary species—epic, drama, fiction, criticism, etc.,—have appeared or culminated in certain epochs; (3) above all, a feeling for the nature and worth of literature itself.

HISTORY.

Economic History. This is an advanced course, occupying one semester. The aim is to give students a comprehensive view of the economic development of Europe and America through lectures, assigned readings, and special reports. The course opens with a study of the industries of primitive man, tracing the development of the various industrial stages up to the age of agriculture. At this point the economic phases of feudalism are taken up with particular reference to the land question. The evolution and organization of mediæval industries next receive attention, the following topics receiving special treatment: Manorial life; rise of towns; growth of handicrafts; the guild system; the Hansa towns; the banking system; development of commerce, etc. Gradually the scope of the work is confined to the industrial history of England, which is treated quite thoroughly, leading directly to the economic history of the United States. The course closes with a discussion of some of the problems of a social and industrial character which modern society is endeavoring to solve.

Throughout the course an attempt is made to induce students to apprehend the true relations between economic, social, and political development, and to perceive the fact that many political and social theories and institutions rest upon an economic basis.

3 hours a week for one semester.

MATHEMATICS.

Arithmetic. This course is designed to include preparation from the method side as well as a careful review of the more difficult parts, with the aim of bringing out the simplicity and unity of the subject. Following as it does the courses in Algebra and Geometry, it is aimed to give a more comprehensive view of the subject than would be possible without such preparation. The first part of the course is devoted to Primary Number Work, and the remainder of the term to Advanced Arithmetic.

- (a) Primary Number Work. This part of the course begins with a series of lectures and illustrative lessons on number work for the third and fourth years of the elementary schools, embracing the forty-five combinations and their application to addition and subtraction; development of the multiplication-division table, and its application to multiplication and division; notation and numeration; a few of the simpler tables of weights and measures considered concretely, together with examples in reduction, addition, subtraction, multiplication, and division involving these tables; the development of the fraction, including the decimal to hundredths, accompanied by many very simple examples illustrative of the principles that underlie nearly all the operations in common and decimal fractions
- (b) Advanced Arithmetic. The immediate purpose of this part of the course is threefold, viz., to review and strengthen previous knowledge, to acquire accuracy of computation, and to lead the student to comprehend the true philosophy of arithmetic by a thorough comprehension of its basic principles and the consequent discovery of identities. It too often happens that the work of students in arithemtic is a mere "juggling with numbers" to secure the "answer," and to avoid this great care is exercised by the department to present the subject in as realistic and tangible a form as possible, so that the student may acquire the habit of forming clear and distinct mental pictures of conditions as they exist. Special emphasis is placed upon the importance of thoroughness and accuracy in the fundamental operations.

4 hours a week for one semester.

Text.—New State Arithmetic, supplemented by work from reference books.

PHYSICAL GEOGRAPHY.

This course consists of lectures upon astronomy, study of various kinds and origins of rocks found on the earth's surface, and the development of laws which govern the formations of the various types of physical forms. The idea of the course is to give the student a fundamental knowledge of facts necessary for the teaching of geography.

3 hours a week for one semester.

BIOLOGY.

This course will consist of lectures and demonstrations on the fundamental structures and functions of animal and plant forms. The correlation of the natural laws that are involved in the different functions will be particularly dwelt upon. The intent of the course will be to give those things necessary for the successful teaching of Nature Study.

3 hours a week for one semester.

PHYSIOLOGY.

This course consists of a study of the gross anatomy of the human body and of a series of experiments on the functions of the various organs of the body, supplemented by lectures and assigned reading of the standard authors.

5 hours a week for one semester.

DRAWING.

I. Freehand constructive drawing from type forms.

Freehand perspective in pencil from type forms, still-life and nature.

Pencil sketching and water-color from still-life, flowers, fruits, and landscapes from memory.

Home work. Raffia weaving and whittling course suitable for country schools.

5 hours a week for one semester.

II. Pencil and color work from flowers and still-life groups; design; composition; charcoal from cast and from life.

2 hours a week for one semester.

WOODWORK.

(a) **Mechanical Drawing.** This course is adapted to beginners in the subject and is related to the woodwork. Both copied and original drawings for many different sloyd models are made, such as hammer handle, coat hanger, corner bracket, book rack, towel roller, knife box, etc., etc.

One fine mechanical design is made—a surface covering. Both mechanical and free-hand lettering are taught.

(b) **Bench Work.** Students first make simple articles, such as they have already made drawings for, to learn the use of the common tools. After this different kinds of elementary joinery are taught. The student is allowed a choice in the making of different things (such as tables, book shelves, chests, chairs, etc.), provided he advance constantly

to more and more difficult work, and to work that requires the use of different tools. Good constructive design and accurate workmanship are constantly kept in mind. The work is such as might be undertaken in the grammar grades or in the first year of the high school.

3 hours a week for one semester.

MUSIC.

I. Elementary theory.

Pitch of sound.

Length or duration of sounds.

Intervals.

Major scales.

Rhythm and meter.

Sight-singing.

Ear-training.

3 hours a week for one semester.

II. Elementary theory.

Review of first term.

Sight-singing continued.

Ear-training.

Minor scales.

Synopsis of harmony.

History.

3 hours a week for one semester.

PHYSICAL EDUCATION.

The courses in Physical Education are based upon the Swedish system, although methods and exercises are freely introduced from any system, as conditions demand. The young women are examined by a special woman physician and are required to take the gymnastic exercises unless excused by this physician. A careful record of the physical condition, measurements, and personal history of each student is kept, which makes it possible to direct more successfully the activities of the individual. Any student showing marked defects of posture or carriage is given private corrective work.

The regular drill consists of formal exercises in which the corrective, educational, and hygienic motives are combined. The apparatus work is so modified as to be only a rational part of the general scheme. Club swinging is given in the advanced classes.

Rhythmic gymnastics, together with folk games, are extensively used, since they aid so materially in the gaining of greater poise and a more graceful carriage among girls. Much time is devoted to organized games,

PHYSICAL EDUCATION.

which tend to develop alertness and a spirit of comradeship. An attempt is made to arouse a spirit of genuine enthusiasm for games, both for the benefit of the students themselves and as a preparatory step towards the later teaching of games in the elementary schools. Informal talks on hygiene are given according to the special needs of the various classes.

Gymnasium suits are uniform in cut and color, hence students are advised not to have suits made before seeing the Instructor of the department

3 hours a week for first semester of junior year.
2 hours a week for second semester of junior year.

THE HOUSEHOLD ARTS.

The course is planned to train the student along the lines of home making, with special reference to her needs as a teacher.

Dietetics. This part of the course treats of the waste and repair of the body, the proportion and kinds of food required, and the composition of various typical foods.

Theory and Practice of Cooking. General principles controlling the preparation of food for adults and children are learned through practical work in the kitchen. Instruction is given in dish washing, the care of stoves, marketing, and serving, in conjunction with the specific cooking of:

eggs	salads	warmed-over dishes	desserts
cereals	soups	fish	beverages
vegetables	meats	breads	fruits

The cost of each dish prepared is estimated by students. Menus, emergency, and school luncheons are discussed.

The economical purchase and preservation of food is considered.

Emphasis is placed upon cleanliness in all matters pertaining to the household.

Sewing. The purpose of the sewing course is to enable the student to make undergarments, aprons, plain shirt waists, dress skirts, and children's clothes. Machines are used in connection with handwork.

Talks are given on public-school sewing, on economic buying, on useful and suitable clothing, on beauty and good taste.

Such details in millinery are taken up as will help students to make their own hats with the least expenditure of time and money, and to select pleasing designs and materials suitable for the occasion and the individual.

> Cooking, 5 hours a week for one semester. Sewing, 3 hours a week for one semester.

HOUSEHOLD ARTS.

BRIEF DESCRIPTION OF GRADUATE COURSES.

DRAWING.

This course consists of:

(1) Advanced problems in perspective; (2) short course in mechanical drawing; (3) color sketching, still-life, flowers, and landscape work, pencil sketching from still-life; (4) charcoal from cast and life; (5) conventional design and composition; (6) clay modeling from cast; (7) history of architecture, painting, and sculpture.

15 hours a week for one year.

WOODWORK.

Prerequisite: The undergraduate courses in drawing and woodwork described in the foregoing pages, or their equivalent.

The graduate course in woodwork consists of advanced mechanical drawing and benchwork, including joinery—the application of the dowel, half-lap, dove-tail, and other points to furniture and other articles of household use. Incidentally a study of woods is made, as to their growth, milling, and suitability for different constructive uses.

Students taking this course are required to teach woodwork to the grammar-grade boys in the training school two hours a week for twelve weeks.

15 hours a week for one year.

THE HOUSEHOLD ARTS.

The graduate course in the Household Arts consists of lectures, laboratory work, essays, and collateral reading.

The following general topics are covered: the composition and nutritive value of foods; recent investigations in food chemistry and human nutrition; fundamental principles and processes of cookery; comparative study of cooking apparatus and fuels; plans and equipment of school kitchens; production and manufacture of foods; food legislation. It is designed to give the student a thorough knowledge of the theory and practice of cookery and to aid her in arranging subject-matter for teaching. Special attention is given to scientific methods of work and to the adaptation of such methods to the school.

The course in sewing is given with direct bearing on its application to school work. Garments are made; teaching and supervising are discussed; textiles and processes of manufacture with the evolution of dress are studied.

15 hours a week for one year.

ACADEMIC-PREPARATORY COURSE.

9 B.	9 A.
English	English 5
Algebra	Algebra 5
Botany	Botany 5
Ancient History	Ancient History 5
Physical Education 2 or 3	Physical Education 2
10 B.	10 A.
English	English 5
Geometry 5	Geometry 5
Mediæval and Modern History 5	Mediæval and Modern History 5
Chemistry	Chemistry 5
Physical Education	Physical Education 2
11 B.	11 A.
11 B.	
	English 5
English	English 5 English History 5
English 5	English 5 English History 5 Physics 5
English 5 English History 5 Physics 5	English 5 English History 5 Physics 5 Latin, or an elective 5
English	English 5 English History 5 Physics 5 Latin, or an elective 5
English	English 5 English History 5 Physics 5 Latin, or an elective 5 Physical Education 2 12 A.
English	English 5 English History 5 Physics 5 Latin, or an elective 5 Physical Education 2 12 A. English 5
English	English 5 English History 5 Physics 5 Latin, or an elective 5 Physical Education 2 12 A. English 5 American History 5
English	English 5 English History 5 Physics 5 Latin, or an elective 5 Physical Education 2 12 A. 5 American History 5 Zoology 5
English History 5 Physics 6 Latin, or an elective 7 Physical Education 7 12 B. English 6 American History 7 Zoology 7	English 5 English History 5 Physics 5 Latin, or an elective 5 Physical Education 2 12 A. English English 5 American History 5 Zoology 5 Latin, or an elective 5

Twenty minutes' chorus practice daily throughout the course.

REQUIREMENTS FOR ADMISSION.

Students who have finished the grammar grade courses or their equivalent will be admitted on the recommendation of their teachers.

Candidates for admission must present one or two letters of recommendation from responsible people—former teachers, where possible.

BRIEF DESCRIPTION OF ACADEMIC COURSES.

ENGLISH.

Throughout the course written work will be required. Such text-books in Composition or Rhetoric as may be needed will be employed, but much of the theme work will be independent of these. The general fields of this work, progressing from First to Fourth years, will be narrative, descriptive, expository, argumentative, and critical.

First Year. Oral and written expression.

9 B. Bulfinch's Mythology.
Palmer's translation of Homer's Odyssey.
Bayley's Poetry of the People.

9 A. Scott's Lady of the Lake.
Scott's Ivanhae

Second Year.

- 10 B. Literary selections from Genesis, Exodus, Ruth, and Esther. Shakespeare's Merchant of Venice and Julius Caesar.
- 10 A. The Technique of Reading, accompanied by the reading, memorizing, and study of selections, and by the oral presentation of original or acquired matter.

Third Year.

- 11 B. Tennyson's Idylls of the King. Lowell's Vision of Sir Launtal. Prose Essays by various authors.
- 11 A. Macaulay's Life of Addison. Milton's shorter poems, including Comus. Thackeray's Newcomes or George Eliot's Romola.

Fourth Year.

12 B. Arguments and Orations, with constant practice in short speeches, developing one or two points fully. Two carefully prepared arguments must be presented.

12 A. The History of English Literature, approached chiefly through the study of poetry, beginning with Chaucer's *Prologue* and ending with the Victorian poets.

HISTORY.

Ancient History. A year's course beginning with a brief account of the Oriental peoples who contributed directly to European civilization, followed by a more intensive study of Greek and Roman history, and closing with a study of the early middle age to the death of Charlemagne. The course is necessarily extensive rather than intensive, dealing with the larger phases of the progress of civilization. The purposes are: (1) To enable young people to build up a coherent mental picture of the successive epochs and nations that compose the historical perspective from prehistoric times to the close of the Carolingian age; (2) To cause students to perceive some of the fundamental laws and principles that seem to condition all social and political development; (3) To develop the historical sense—the power to see with the mind's eye, to imagine, to reconstruct; (4) To induce students to love history for its own sake—to appreciate the romance, the heroism, the succession of dramatic pictures, that the unfolding ages disclose.

The course affords adequate preparation for the study of Mediæval and Modern history or of English history. Illustrative material in abundance is available, and frequent references are made to secondary authors and original sources; but not much in the way of so-called "research" work is attempted.

Mediaeval and Modern History. This course extends throughout the school year and takes up the history of Europe at the close of the Carolingian era and carries it down to the present. An effort is made to discover and to trace the development of the various forces which the "ancient world had brought together and which had been partially fused" during the period from the fall of Rome to the breaking up of the empire of Charlemagne. The interaction of these forces resulted in the rise of nations. This fact is constantly kept in mind, and thus much of the otherwise rather confused history of the middle age is clarified and made intelligible to secondary students. The development of England, France, and Spain as homogeneous nations, therefore, receives a much larger share of time and attention than the complicated and perplexing history of the relations of "The Empire and Papacy." Such topics as the Crusades, the Church, Feudalism, Scholasticism, the Rise of Towns, the Renaissance, are treated separately as movements or institutions affecting the whole of Europe. The course covers eleven centuries, but proportionately much more time is given to recent modern history than to the middle age, as many recitations being allotted to the last two hundred years as to the previous nine hundred. The class work is conducted on the topical plan, and consists largely of assigned readings and oral discussions of topics.

English History. A comprehensive survey of the development of the English nation from the earliest time to the present, extending throughout the school year. Events to the time of Egbert are passed over rapidly; but emphasis is given to Anglo-Saxon customs and institutions. Since this course, or its equivalent, is prerequisite to the study of American history, special attention is given to the origin and application of the principles of civil rights and representation which have become fundamental to the government of the United States. In connection with this course such special topics are considered as will exhibit the relation of English history to important European movements, e. g., development of the Christian Church, the Crusades, Feudalism and Chivalry, the Renaissance, the Reformation, the French Revolution. Though the romance and the influences of war and the value of biography are fully recognized, still throughout the course consideration is given chiefly to social, industrial, and political development. The class work consists of research in the library, with notes on readings, oral discussion, and written reviews.

American History and Civics. The purpose of this course is to secure tolerably full and accurate knowledge of the history of the discovery and colonization of the American continents; the development of the English colonies and the United States of America, considered under the following heads: (1) Geographical knowledge before 1492. (2) Conditions that led to the discovery of America. (3) Explorations in the New World. (4) Colonization. (5) Strife between French and English. (6) England's colonial policy. (7) The struggle for independence. (8) The "Critical Period." (9) The making of the Constitution. (10) Federal supremacy—the founding of nationalism. (11) Republican supremacy—sovereignty of the people. (12) "Era of good feeling"—rise of new issues. (13) National Democracy—tariff, internal improvements, industrial revolution. (14) The Jacksonian epoch—states' rights, national finances, territorial expansion. (15) Slavery and the Civil War. (16) Reconstruction. (17) Industrial development—immigration, currency, tariff, trusts and trade unions. (18) Reunion and expansion. The course extends through forty weeks and consists of research, oral and written reports, and class discussion.

MATHEMATICS.

Algebra. In scope, this course includes all the subjects in algebra that are essential to a thorough understanding of higher arithmetic, elementary geometry, and the elements of physics. Special emphasis is placed upon the fundamental operations; the laws of brackets; the various methods of factoring, including the use of the factor law; the application of factoring to the solution of equations that can be readily resolved into linear factors; common divisors and multiples; binomial theorem for integral exponents; the combining and simplifying of fractions; formation and solutions of simple equations with one or more unknown quantities; the theory of exponents, integral and fractional, positive and negative; the calculus of radicals; quadratic equations, both single and simultaneous; the various methods of solving quadratic equations; the solution of all equations; the solution of all equations that are reducible to the quadratic form; the nature of the roots of the general quadratic equation and the formation of equations from given roots.

The subject-matter is treated as simply as is compatible with mathematical rigor, consequently it may be mastered by any ordinarily intelligent student with a fair knowledge of grammar school arithmetic. The fundamental ideas and principles are first developed inductively, then the principles are formulated into simple and concise statements, after which the rigorous proof is given. Throughout his course the student is required to acquire facility and accuracy in the manipulation of algebraic expressions as well as to understand the meaning of the various operations he is called upon to perform. He is required to solve, independently, many moderately difficult problems involving both numerical and literal quantities.

Text.—Stone-Millis: Essentials of Algebra—Brief Course.

Geometry. Some of the most important objects aimed at are to develop the power of clear, concise, and logical reasoning, to cultivate the power of earnest, original investigation, and to incite and stimulate the spirit of inquiry into mathematical truth. To secure these results the student is required:

- (a) To know thoroughly the definitions, axioms, and postulates, and to state them accurately in his own language or in the language of the text.
- (b) To be able to prove every reference cited, going back step by step until the final proof rests upon the primary definitions, postulates, and axioms, both in proving theorems and in solving problems.

(c) To be able to apply the principles of geometry to practical and numerical examples, to construct his own diagrams readily with ruler and compass, and to give independent solutions, constructions, and demonstrations to a great many original exercises.

To accomplish the above results with the least expenditure of time and energy, the student is expected, before reading the solution or proof given in the text-book, to try to find one for himself, making use of the author's diagram if necessary, and if he succeed, his solution is made the basis of class discussion, in which the superior methods of attack are critically compared. Besides the regular daily class work, many oral and written reviews are held, thereby strengthening the previous work.

Text.-Beman and Smith: New Plane Geometry.

PHYSICAL SCIENCES.

Chemistry. The first semester is devoted to a study of general inorganic chemistry. In the second semester, the work is extended to cover the principles of organic chemistry and the applications of chemistry to agriculture and domestic life. The laboratory work in agricultural chemistry is based upon Snyder's Chemistry of Plant and Animal Life. It includes tests for the constituents and properties of farm produce, fertilizers, soils, dairy products, and food materials. The experiments are so arranged as to give a scientific acquaintance with substances commonly met with upon the farm and in the home.

The work upon food materials is fundamental to the course in cooking offered in the senior year of the professional course.

A study of the soil-producing and metal-bearing minerals is illustrated by a collection of minerals and rocks.

An aim throughout the course is to supply pupils with a fund of organized knowledge of familiar things which can be drawn upon in their subsequent teachings of nature study in the elementary grades.

TEXT .- Newell's Descriptive Chemistry.

Physics. Class-room instruction is given three days in the week upon the following topics: mechanics, sound, light, heat, magnetism, and electricity. The other two days are spent in the laboratory upon experiments illustrating the work of the class room. Much of the laboratory work is quantitive, but time is not sacrificed in securing refined accuracy of the trained scientist. The underlying principles are rather emphasized as being of more value to the student.

Problems are employed only in so far as they are necessary to illustrate and enforce principles, not as an end in themselves.

The object of the course is to stimulate and satisfy as far as possible the desire that every normal mind should possess to know the laws of nature, and the application of these laws to mechanical appliances useful to mankind. It is the aim to present the subject in such a way that the students, should they become teachers, may be able to adapt the material to the needs of children in order that nature study may be enriched by bringing to it much from the realm of natural science.

Texts.—Carhart and Chute: Elements of Physics.

BIOLOGICAL SCIENCES.

Botany. An elementary course in botany is offered, consisting of a study of the various types of plants. The Fall Term will be devoted particularly to the relationship between physiography and botany of seedbearing plants. In this term soil-formation by erosion, weathering, etc., are observed through experiments; also climatology is studied in various phases. This develops the conditions necessary for plant growth. The functions of the parts are then studies with reference to physical and chemical principles involved. The Spring Term will be devoted to familiarization with the characters of various flowering plants and the gathering of a small herbarium. The ecology of some of the plants is taken up with especial reference to those grown in California. Finally, a brief study will be made of the various types of non-flowering plants. The course will serve as a foundation for the teaching of agriculture and nature study in the grades.

Zoology. This course is based on the laboratory study of types of the great groups of animals. The Fall Term will be used in the study of Invertebrates; the Spring Term, in the study of Vertebrates. The habits and physiology of the various animals will receive much attention, in order that this course may form the basis of the future work in Physiology.

No text is used, but constant reference is made to the standard works on zoology.

LATIN.

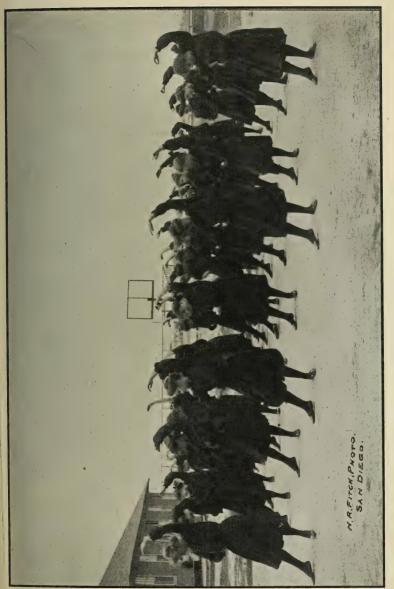
The course in Latin extends over a period of two years—five recitations per week—and is given in the third and fourth years of the preparatory course. It covers the work necessary to meet the minimum requirements for admission to the leading universities, viz.: The mastery of inflections and of the simpler principles of syntax, the acquisition of a working vocabulary, and the ability to understand either at sight or at

hearing simple prose narrative. The first four books of Cæsar are read, a limited amount of training in translation at sight is given, and somewhat more than one fifth of the entire time allotted is devoted to practice in Latin composition.

PHYSICAL EDUCATION.

The general notes regarding Physical Education apply also to the preparatory courses. During the entire four years two hours a week are given to physical work. Occasional lectures deal with simple phases of personal hygiene, much stress being placed upon the acquiring of good habits of personal care.

Little apparatus is used, the whole aim being to develop in the individual physical poise and buoyancy by means of class drill, æsthetic gymnastics, and games.



PHYSICAL EDUCATION.

CATALOGUE OF STUDENTS.

SENIOR CLASSES.

Allen, Rhoda MSan Diego	Grosvenor, CorinneTroy, O.
Bailey, Elizabeth JNellie	Guild, Ruth
Bailey, Ida MJulian	Gulack, Pearl GSan Diego
Barden, Emma ELong Beach	Harris, HazelKlamath Falls, Ore.
Barth, Katharine M San Diego	Harsha, Mabel ELemon Grove
Bashore, Ethel San Diego	Heilbron, IrmaSan Diego
Beidelman, Edgar San Diego	Hinckley, Verna San Diego
Bell, Norma LSan Diego	Jobs, Margaret E San Diego
Beller, Florence MCarlsbad	Kilty, Margaret ASan Diego
Boal, AlmaLa Jolla.	King, AliceFallbrook
Borden, Olive MEl Cajon	Kinkead, KatherineMoosa
Bullock, AlysSan Diego	Lantz, Lillian AColton
Byron, Adelle	Lindley, Mary OSan Diego
Caldwell, Clara M	Lowe, Adalene ESan Diego
Chalmers, Fay	Marks, LelaJulian
Clark, Josephine	Marsh, Alpha B San Diego
Coiner, Frances NSanta Maria	Maxwell, Dorothy MRamona
Cowart, Ira	McDonald, Inez B Santa Maria
Cov. Georgie VSan Diego	Morse, Anna WSan Diego
Crayne, Ethel EAnaheim	Mulvihill, Margaret ERedlands
Cross, Nettie ISan Diego	Nance, Carrie Santa Maria
Culbertson, Mary K Claremont	O'Neal, Martha M Fallbrook
Culter, Mabel MEl Modena	Phillips, Harriet San Diego
Cummins, Zora G Bostonia	Plumer, Lillie San Diego
Curtis, Judith A Carbondale	Raymond, Florence San Diego
Daggett, Laura LSan Diego	Safford, Kate ESan Diego
Dana, Marie MNipomo	Schlatter, Maggie M San Diego
Detrick, Nettie San Diego	Shaw, Constance M San Diego
Downs, George GOtay	Smith, Florence JLos Angeles
Drury, Nan	Stitt, EdithSan Diego
Dunbar, Carrie San Diego	Story, Louise San Luis Obispo
Farr, HattieSan Diego	Stuart, Mary ESan Diego
Filkin, Nina E San Marcos	Sullivan, Grace FSan Diego
Flack, Mary ELakeside	Wade, Myrtle KSan Diego
Floyd, Marian E San Diego	Weseloh, Grace
Forster, SentaSan Diego	West, AdaSanta Ana
Frost, Jessie S San Diego	Williams, Martha B Mechanicsburg, O.
Greer, Alice MSan Diego	Young, Jean OLa Mesa
Gregg, LauraSan Diego	Zschoegner, Rebekah M San Diego

JUNIOR CLASSES.

Abbott, Frances J Santa Fe, N. M.	Bou
Adams, HelenEncinitas	Brov
Archer, EthelAnaheim	Brya
Astleford, Elsie San Marcos	Burl
Baker, Eugene JBridle, Va.	Butt
Baty, IdaTulare	Cam
Beck, MaryChula Vista	Cha
Bennett, Elizabeth P., Mt. Pleasant, Mich.	Chei

JUNIOR CLASSES-Continued.

Christner, Augusta Lemon Grove Churchill, Mollie San Diego Clemmens, Margaret Sunnyside Clevenger, Harriet San Diego Colt, Leila M. San Diego Colt, Leila M. San Diego Crenshaw, Ione San Diego Dickerson, Ella Redlands Dow, Grace E. Calexico Eddy, Emily L. San Diego Feighan, Mary San Diego Fritzgerald, Mary San Diego Fritzgerald, Mary San Diego Frary, Gladys M. San Diego Freeman, Carolyn Cucamonga Goldthwaite, Edith San Diego Albert, Alzora Colton Halberg, Annie H. La Junta Hall, Alice V. San Marcos Hammack, Isabella S. San Diego Hatch, Flora F. Escondido Hicks, Ethel F. San Diego Hatch, Flora F. Escondido Hicks, Ethel F. San Diego Holmes, Minnie H. Long Beach Hull, Annie V. Lakeside Irey, Gertrude M. San Diego Johnston, Eleanor N. Pacific Beach Juch, Flournoy A. Wynola Kelley, Edith E. Escondido	Killen, Lenore Escondido Kleinschmidt, Emma San Diego Kramer, Etta E. Silsbee Leovy, Edith San Diego Marks, Fannie. Denver, Colo. Neely, Hattie G. San Diego Newcomb, Edith San Diego Noble, E. Fern San Diego Paine, Olive Prue. San Diego Plumer, Frances R. San Diego Plumer, Frances R. San Diego Plumer, Harriette San Diego Ready, Grace M. Ventura Richardson, Marian H. Fallbrook Riley, Bird San Diego Russell, Edna San Diego Russell, Edna San Diego Sands, Jessie San Diego Sands, Jessie San Diego Sands, Jessie San Diego Suith, Mamie M. Chula Vista Staede, Christiana J. San Diego Stone, Pearl V. Ramona Sukeforth, Lucille. Nevada City Swanson, Mabel A. San Diego Tammen, Thuselda San Diego Tammen, Thuselda San Diego Turner, Iva M. San Diego Vincent, Angie B. San Diego Woods, Alice V. San Diego
GRADUATE	
Clark, Josephine. Drury, Nan. Emery, Mabel W. Jones, Jessie M. Kingsbury, Alice M. Naylor, Blanche Purrier, Genevieve Ward, Helen E. Zschoegner, Rebekah M.	
SPECIAL S	TUDENT.
(In Music	
La Chance, Marie	Life Diploma of Arizona
ENROLL	
Seniors Juniors Graduate Students Special Student Preparatory Classes	
Training School (March, 1909)	185
Total enrollment	447

GRADUATES.

1907-1908.

Adams, EdithSanta Maria	Hawley, EdithSan Diego
Anderson, Lillian G San Diego	Horton, Irma M
Astleford, Ilda MSan Marcos	Jordan, Hattie A San Diego
Bailey, Grace B San Diego	Kilty, Agnes MSan Diego
Berwick, Alice LPismo	Laws, GertrudeSan Diego
Beusch, Lyllian MNestor	Leppertt, Johanna HLa Jolla
Blosser, Edna CSan Diego	Mason, Geneva San Diego
Boggeln, IsabelSan Diego	McNamara, Christabel San Diego
Bourg, EulalieWatson, Colo.	Messer, Corinne San Diego
Brooks, Ysabel San Diego	Morris, Maude ASan Diego
Casner, Emma GRamona	Morrison, Sibyl L San Diego
Chalmers, Ula MSan Diego	Nickell, MabelSanta Ana
Chalmers, Zoe MSan Diego	Pierce, Imogen
Cleary, Sara W	Pitman, Sadie ENational City
Cock, Edith ATustin	Reed, MattieSan Diego
Colt, Mary BSan Diego	Rhoades, Elizabeth R Chula Vista
Cross, Ada LMonson	Richey, Florence I San Marcos
Dahringer, Cecilia Sacramento	Riedy, Mabel MSan Diego
Dodge, Sara V Tacoma, Wash.	Shafer, Ina ESan Diego
Duffy, Chas. CSan Diego	Shaw, StellaSan Diego
Field, Estella G San Diego	Smith, Chester C Effingham, Ill.
Frazee, Sarah E Moosa	Swartz, Bessie C San Diego
Geradehand, Clara San Diego	West, Louise C San Diego
Graves, Eleanor M Ramona	Wight, Clayton JSan Diego
Grigsby, Hazel MSan Diego	Williams, Mary-BelleSan Diego
Gripper, Julia LSan Diego	Wormser, LenaChicago, Ill.
Harney, Mary A San Diego	Wormser, MaryChicago, Ill.
Harper, MabelPhœnix, Ariz.	Wright, Kate MSan Diego
Harter, Katherine South Pasadena	

FIRST SEMESTER.

1908-1909.

Allen, Rhoda M	. San Diego
Beller, Florence M	Carlsbad
Borden, Olive	El Cajon
Clark, Josephine	Dulzura
Cowart, Ira	. San Diego
Cummins, Zora G	Bostonia
Curtis, Judith A	Carbondale
Daggett, Laura L	. San Diego
Detrick, Nettie	. San Diego
Downs, George G	
Drury, Nan	
Flack, Mary E	Lakeside
Forster, Senta	. San Diego
Greer, Alice M	. San Diego
Heilbron, Irma	. San Diego
Hinckley, Verna	

Kilty, Margaret A	San Diego
Marks, Lela	
Mulvihill, Margaret E	
Nance, Carrie	. Santa Maria
Phillips, Harriet G	San Diego
Raymond, Florence	
Schlatter, Maggie M	
Shaw, Constance M	
Smith, Florence J	
Stitt, Edith	
Stuart, Mary E	
Sullivan, Grace F	
West, Ada	
Young, Jean O	
Zschoegner, Rebekah M	San Diego

OUTLINE OF THE COURSE OF STUDY IN THE TRAINING SCHOOL.

FOREWORD.

The Training School consists of the regular eight public school grades, wherein the usual elementary branches are taught by approved modern methods.

All teaching in the Training School is closely supervised by members of the Normal School faculty. Practice teachers are regularly observed and are called into both class and individual conferences with a view to giving them professional help and instruction in the application of their methods.

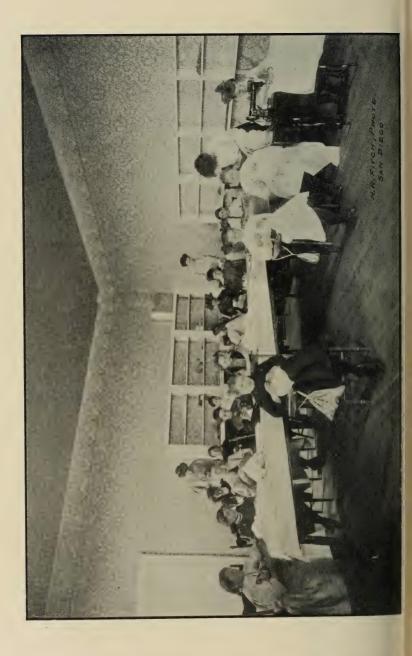
The classes in the Training School are small, admitting of much individual instruction. Those pupils who, by reason of some defect, weakness, or other peculiar condition, need special attention, are given such attention, at the same time carrying the regular work of the grade.

To maintain normal, progressive, physical development, the health of the child, his growth, and the condition of his sense organs, especially the eye and ear, are closely watched. The daily program offers numerous periods for rest, games, and athletics as further provision for this development, all of which, owing to the climatic environment, are of the outdoor type throughout the year.

The outline of studies, which follows, is arranged for the purpose of indicating the more important working units in the various branches as they are developed in each grade. While no attempt has been made to present a completely arranged course of study, it is believed this outline will be found workable, giving due recognition to such phases of correlation as, the past with the present, the school with life, and subject with subject, and being in harmony with much of the best educational practice. As the subjects are presented certain aims are to be noted: (1) Arithmetic is taught, not primarily as a mental discipline, but to enable the child to solve the ordinary, rather than the technical, problems which confront him in actual life, and to do so with efficiency and dispatch. This makes the mastery of all the fundamental combinations, tables, and processes most essential, in view of which sufficient drill work is insisted upon to make them permanent. (2) Formal language work is based on the idea that the mastery of the art of right

usage is the fundamental aim, and that the science of its technical relationship has a limited place in the elementary school. Attention is centered on developing ability to speak, read, and write the language freely, clearly, concisely and correctly. For this the child is given frequent opportunity and constant encouragement to express his thoughts. orally at first, and afterwards in written form, when the mechanical side of writing shall have become a less conscious process. From this standpoint, all the subjects of study become tributary to language work through the abundance of rich thought content which they have to offer; history and literature particularly so through the attention they give to reproduction on the part of the child. (3) Literature covers a wide range of stories and readings from excellent sources that are believed to be within the grasp of the child's interest and appreciation. The setting of the story, the "painting" of the picture from the printed page, the spirit, the joy, the getting of the author's thought and purpose, rather than technical considerations, are aims to be emphasized. (4) History is taken up in the first year and continues throughout the elementary grades. Conditions and activities that have marked the progress of civilizations, especially as regards the social life of man, are first noted in a study of simpler society, that of primitive peoples. The work centers about the evolution of the more fundamental economic and industrial activities and the gradual development of other interests from these. This is followed, in the intermediate grades, by a study of typical early historical peoples, and a study of some of the peoples and noteworthy historical movements of mediæval Europe down through modern European history; and through English history to the discovery and early settlement of America. Formal United States history occupies the seventh and eighth grades. In all the grades, appropriately selected interpretative material (folklore, myths, literature, the fine arts) is introduced, the purpose being to place before the child the spiritual, idealistic side of man's development as seen in his attempt to interpret himself and his environment. The method of study includes correlations with geography and nature study, with literature, and with the manual arts, where opportunities for such correlation occur; and dramatization, wherein the child lives the experiences of the past through vivid portrayal. (5) Geography deals particularly with the relationship of man to geographic environment and, in a correlative way, to social environment. Life responses to geographic conditions, life activities of races and peoples from the viewpoint of geographic regions rather than political divisions rightfully claim much attention in the study of geography. Therefore, all those phases of the earth's topography and physical conditions bearing directly on the above are clearly pointed out and their

significance is carefully discussed. Parallel with this, and in recognition of the world-wide reach of commercial enterprise, considerable attention is given to the mastery of all locational features that have assumed more than national importance, the device used being largely that of man-sketching. Beginning with home geography in the third grade. the work of the fourth grade reaches out to a study of the larger facts rather than a detailed study of the United States. The study of the southern continents, the oceanic islands, and Eurasia occupy the fifth and sixth grades. North America and a thorough regional study of the United States are assigned to the seventh grade, stress being laid on the interrelation of physical conditions and industries. The eighth grade work centers about a study of world regions (as represented by the different countries) viewed from their industrial and commercial relationship, with special reference to the comparative importance of our own country. (6) Nature Study from the standpoint of economic values aims to develop the knowledge and ability to control nature, making it subserve the needs of man; from the standpoint of æsthetic values it should cultivate and develop an appreciation of natural beauty in all its forms, leading the child to love nature. In addition to these, moral and spiritual values are inherent in nature study, though as an aim they are entirely incidental and tend to take care of themselves. Through much usable knowledge of practical importance, through the appreciation of the utilitarian value of plant life and animal life, and through the æsthetic values that may be gained from the work, the child will grow naturally into a sympathetic attitude towards nature; he will come to realize "that unnecessary and wanton injury or destruction of either plants or animals is uneconomical, positively injurious to society and reacts detrimentally upon the character of the offender." The importance of relating the work to the child's immediate environment is kept distinctly in mind in the selection of material; and in the organization of this material, both biological and physical phases receive attention, each of which is developed as it relates itself to life needs. Considerable emphasis is given in the eighth grade to a comparatively thorough study of human physiology and the hygiene related thereto. (7) Music in the elementary grades is largely devoted to songs-songs full of rhythm, melody, and spontaneity. The basic idea is that music, to be an element of real value, must be dealt with from the emotional or artistic side, that thus it must cultivate love and enjoyment of good music and develop in a gradual way good musical taste and judgment. Therefore, care is given to the selection and gradation of music. The text of songs must represent standard literary value, the music of songs must possess recognized excellence, and each must be found within the child's range of appreciation. While



the technique of music is of secondary importance it is not, however, neglected. In handling this phase of the work an attempt is made to present in as simple and fascinating a manner as possible the underlying reasons or rules governing the songs which the children have learned to love, and to afford sufficient drill thereon to enable pupils to reach a fair degree of proficiency in formal sight reading. Careful attention is given to ear-training with a view to sharpening tone perception and establishing tone relationship; and to voice culture with a view to preserving and cultivating the pure, light, unconscious tone belonging to childhood. To serve as an inspiration to freer and better interpretation, appropriate studies of the lives of some of the masters of music are provided in the higher grades. (8) The Manual Arts include three groups of activities, involving the manipulation of materials. To be able to know the good in art, and to appreciate and love it are the important factors throughout the drawing work. Decorative design, illustration of stories and poems. landscapes, and life forms in nature are some of the motives furnished; the responses to which are of the free self-expression type. In fact selfexpression characterizes all the drawing work of the training school save in the mechanical drawings of designs and plans. Studies of masterpieces in painting and sculpture particularly and, to a less extent, in architecture are given due emphasis. In manual training, adult standards may be too easily forced upon the child, whereas accomplishment may better be measured in terms of his growth. Motive, freedom of expression, growth in ability to see and appreciate and express details in their true relationship, are the more important ideas. Therefore, after a brief introduction to the fundamental processes, in prescribed manner, it is believed that these same processes will function more thoroughly and permanently through granting the child a liberal selection of articles to construct. In the household arts each phase of the work is studied in its relation to present day social needs, an understanding of the meaning and significance of each phase being emphasized along with the development of reasonable technical skill. Sources of material, commercial processes, economic values, cultivation of taste and good judgment, selfhelpfulness, and the economics of buying are aims upon which much stress is laid in this field of study. In all of the three divisions above the thought side is an element of great, if not paramount, importance; and, in order that a mere making of things may not become the sole end in view, a due proportion of time is given to the consideration of thought values.

ARITHMETIC.

GRADE I.

No special periods for number work are assigned in this grade nor in the first half of the second grade. Experience with quantitative relationship of things and crude relations of size are gained incidentally through story work and constructive work.

GRADE II.

Beginning in second half of this year, counting by *ones* to 120; counting by *tens* to 120. Value and representation of numbers to 1000. Introduction of first group of combinations.

GRADE III.

Review and continue work of second grade. Writing of numbers to a million. Mastery of the forty-five combinations in addition and in multiplication. Drill in addition of columns. Exercises and drills involving principles in addition and subtraction. Subtraction completed. Multiplication, using one figure as a multiplier.

GRADE IV.

Review and continue work of third grade. Multiplication completed. Short and long division completed. Application of principles in multiplication and division. Illustrated fraction work.

GRADE V.

Rapid review of the forty-five combinations and their application to simple arithmetical problems. Review of multiplication and division and their application to concrete arithmetical problems. These are to be formulated by the teacher, and may be supplemented by an intelligent treatment of the work outlined on pages 23 and 24 of Advanced State Text.

Decimal fractions and miscellaneous examples following. Common fractions as indicated in Chapter IV. As much of L. C. M. and G. C. D. as may be necessary in the treatment of common fractions.

GRADE VI.

Continue review work in the forty-five combinations and their application, also simple concrete problems involving addition, subtraction,

multiplication, and division of simple and fractional numbers. This review work to parallel the advance work. Frequent exercises in rapid addition of columns of numbers.

Powers and roots as on pages 79-94. Ratio and miscellaneous examples, Chapter III. Denominate numbers, Chapter V, omitting Dry Measure and all metric measures, except length and weight.

GRADE VII.

Continue frequent review exercises as in preceding grade. Aliquot parts, Chapter VI. Review and enlarge Chapter IV, common fractions. Percentage and its application, omitting Bank discount, Chapter VII. Stocks and bonds, Chapter VIII, omitted entirely.

GRADE VIII.

Continue frequent review exercises as in preceding grades. Literal numbers, Chapter IX. Involution and Evolution, Chapter X. Review and enlarge Chapter III, Ratio. Proportion, Chapter XI. Measurements and constructions, Chapter XII.

FORMAL LANGUAGE WORK.

GRADE I.

Reading. Ward Primer, revised edition, and half of Ward First Reader, revised edition. Systematic phonetic work. Primer of Art Literature series. State Series Primer. State Series First Reader.

Penmanship. Board work entirely. Practice in free arm movement exercises, including the principles used in small and capital letters; practice in making the small letters of the alphabet working towards principles, form, and proportion; practice in writing words as new letters are introduced.

Spelling. Writing and combining of phonograms as soon as presented in reading. Sight words by visualization. Names of letters. Oral and written spelling (second half year) of words selected from reading.

Language. Conversations upon games, flowers, fruit, clothing, animals, etc. Oral reproduction of fables. Picture study for oral expression. Use of capital, period, question mark. Drill upon correct use of is, are, get, see, seen, saw, etc., through informal games and exercises.

GRADE II.

Reading. Ward First Reader, revised edition, completed. Ward Second Reader completed. Phonetic work continued. Holbrook, The Book of Nature Myths. State Series Second Reader.

Penmanship. Continue as in first grade and add free arm movement exercises on paper. Practice in making capital letters. Attention to writing of spelling words.

Spelling. Syllabication introduced. Six words daily in first half year; eight words daily in second half year. Frequent oral and written reviews. Spelling words selected from reading, and all content work—history, literature, etc.

Language. Conversations continued. Imaginative stories from pictures. Further use of capital; Days of week, months of year, names of holidays, writing dates, etc. Drill for correctness of misused English.

GRADE III.

Reading. Ward Third Reader. Ward Fourth Reader. Stepping Stones to Literature—Third book. State Series Third Reader.

Penmanship. Continue free arm movement exercises on paper. State Series Copy Book No. 2. Attention to writing in spelling work.

Spelling. Ten words daily. Oral and written reviews. Words selected as in second grade.

Language. Lessons outlined with children in preparation for reproduction. Oral interpretation of pictures to express the thought of the artist. Continue mechanical work on use of capital, period, comma. Exercises to bring out variety of expression, and to correct generally misused English.

GRADE IV.

Reading. Cook, Achilles and Hector. Radford, King Arthur and His Knights. Stepping Stones to Literature—Fourth book. State Series Fourth Reader (parts).

Penmanship. Continue free arm movement exercises on paper. State Series Copy Book No. 3. Attention to writing in spelling work.

Spelling. As in third grade.

Language. Lessons about pets, journeys, etc. Oral reproduction of the best stories, trying to improve on them by shortening or lengthening. Picture study, an attempt being made to get a higher interpretation than in earlier grades. Continue mechanical work and enlarge with exercises to induce children to begin use of relative pronouns. Continue drills to correct English generally misused.

GRADE V.

Reading. In this grade and following grades reading is combined with Literature.

Penmanship. State Series Copy Book No. 4. Also selected models.

Spelling. Words selected from all subjects. Homonyms. Attention to prefixes and suffixes. A lesson is given once a week in connection with each subject.

Grammar and Composition. Dictation, transcription, and memorizing of poetry and prose, selected for literary and ethical value. Capitalization, abbreviations, quotations, punctuation. Oral and written reproduction, picture study, letters. Practice in sentence and paragraph structure, combining and enlarging sentences. Kinds of sentences, declarative and interrogative. Subject and predicate. Nouns, common and proper, singular and plural, and possessive forms. Verbs, contractions, correct use of have and has, may and can, lie and lay, etc.

GRADE VI.

Reading. See fifth grade.

Penmanship. State Series Copy Book No. 5. Also selected models.

Spelling. As in fifth grade, with some attention to derivation of words and use of dictionary.

Grammar and Composition. Dictation and transcription of material for memorizing. State Series English Lessons, Book II, Part I, omitting lessons 10, 15, and 17. Composition based on *Composition*, Part I, page 223.

GRADE VII.

Reading. See fifth grade.

Penmanship. In this and the following grade no special periods for formal penmanship are assigned.

Spelling. As in preceding grades.

Grammar and Composition. Dictation, transcription, and memorizing as in preceding grades. State Series English Lessons, Book II, Part II, Lessons 33, 36, 37, 38, 39, 40, 43, 47, and 48 to follow the completion of the other lessons, but may be omitted if class is not mature enough.

GRADE VIII.

Reading. See fifth grade.

Penmanship. See seventh grade.

Spelling. As in preceding grades.

Grammar and Composition. Dictation, transcription, memorizing continued. State Series English Lessons, Book II, Part III, omissions in this grade being based on those of preceding grades. Composition from Part III, page 308. Some imaginative writing and original outlines.

HISTORY AND LITERATURE.

GRADE I.

History. Stories of primitive civilization, presented orally by teacher; reproduction by pupils orally, by pictures, by clay-modeling, and by simple dramas. Stories of Tree-Dwellers, Cave-Men, Early Aryans, Egyptians, Eskimos, Indians, etc. Appropriate interpretative materials, such as myths, legends, ballads, folklore, etc.

Literature. The following stories are read to the class to encourage love of story and develop oral expression through simple reproduction: The Three Bears; Cinderella; Jack and the Bean Stalk; Little Tuppen; The Three Goats Named Bruse; The Three Pigs; Drakesbill and His Friends; The Elves and the Shoemaker; The Lion and the Mouse; The Fox and the Crow; The Wind and the Sun; Reynard the Fox; The Story of Agoonack; Bow-wow and Mew-mew; Letters from a Cat; Stories from In Mythland, Vol. I; Selections from New Year's Bargain. Selections for memorizing as follows: One, Two, Three; Whenever a Child is Born; The Baby; One Mother; My Shadow; Sweet and Low; The Ferry for Shadow-town; The Dandelion; The Little Plant; Which Loved Mother Best?

GRADE II.

History. Culture stories of primitive civilization, presented as in preceding grade. Lake-Dwellers, Tent-Dwellers, Stories of early Persians, Greeks, Phœnicians, Native Africanders, Vikings, Indians. Reproduction as in preceding grade.

Literature. Stories read to class, method as in preceding grade: The Ugly Duckling; The Fisherman and His Wife; The Frog Prince; The Five Peas; Hans and the Four Big Giants; Beta and the Lame Giant; Prince Harweda; The Loving Cup; Little Blessed Eyes; The Fair White City; Beautiful Joe; Adventures of a Brownie; Dick Whittington; Stories from In Mythland, Vol. II. Selections for memorizing: Good Night and Good Morning; Dandelion Fashions; Bed in Summer; The Night Wind; Wynken, Blynken, and Nod; Autumn Leaves; Tennyson's Morning Song; Seven Times One; selections from Hiawatha.

GRADE III.

History. Stories of developing civilization such as are found in the first three chapters of True's *The Iron Star;* stories of early Greeks and Romans, with appropriate myths and legends; stories of American aborigines and tales of the discovery and settlement of America. Stories presented orally with reproduction as in preceding grades.

Literature. Stories read to class, method as in preceding grades: Selections from Arabian Nights; Cooke, Story of Ulysses; stories from Hawthorne's Wonder Book; Black Beauty; Alice in Wonderland; The Little Lame Prince; Stockton, Fanciful Tales. Selections for memorizing: Psalm I; Our Flag; Little Brown Hands; October's Party; Cheerfulness; Discontent; Don't Give Up; Drive the Nail Aright; The Brown Thrush; The Children's Hour; The Wounded Curlew.

GRADE IV.

History. Continue Greek and Roman stories; stories of early Teutons with appropriate legends and folklore, leading up to settlement of Anglo-Saxons in England and Norse discovery of America; tales of early exploration in America continued, with particular stress on the work of the Spanish in the Southwest. Instruction still largely oral, but in a few instances books are furnished pupils for reading.

Literature. Stories read to class, method as in preceding grades: Baldwin's Old Greek Heroes; Mowgli stories in Jungle Books, Vols. I and II; selections from Uncle Remus; Little Men; Robinson Crusoe;

Biography of a Grizzly. Selections for memorizing: Psalm 121; A Night with a Wolf; Grandpapa; Children; The Mountain and the Squirrel; Abou Ben Adhem; The Sandpiper; The Bugle Song.

GRADE V.

History. Stories of the Middle Ages grouped under the following topics: (1) Development of Christianity and its effect on paganism. (2) Rise and development of Mohammedanism. (3) Charlemagne and his work. (4) The Romance of Roland. (5) Feudalism, chivalry, and the feudal castle. (6) Monasticism and the monasteries. (7) Alfred the Great and Saxon struggles in England. (8) Knut, the Dane. (9) The rise of the Normans and William the Conqueror. (10) Robin Hood and his times. (11) The Crusades. (12) Life in town and country during the Middle Ages. (13) Wallace, Bruce, and Douglas. (14) The Hundred Years' War and Joan of Arc. (15) End of the Middle Ages. Instruction largely oral, but increasing number of books furnished pupils. Reproduction as in preceding grades, but more stress laid on written and dramatic expression.

Literature. In this grade and the following grades lessons in literature include: (1) The presentation, *i, e.*, the reading of the selection usually by the teacher; (2) The development or discussion; (3) The re-presentation by the pupils in the form of reproductions (oral and written), word pictures, the reading of selected incidents or of dialogue, and the dramatization of incidents and scenes; (4) The memorizing of selections. Oral reading is taught incidentally rather than formally, the aim being to secure from the children an intelligent, pleasant, and fairly appreciative expression of the thought. The following literary material is used: Ruskin, The King of the Golden River; Hawthorne, Wonder Book; Hawthorne, Tanglewood Tales (selections); Hawthorne, The Snow Image; Longfellow, Hiawatha; The Story of Joseph; selected short poems throughout the year; supplementary reading through the use of the Training School library.

GRADE VI.

History. Stories of Modern Civilization grouped under the following topics: (1) The Romance of the Cid—the conflict between Christainty and Mohammedanism in Spain. (2) Ferdinand and Isabella—the conquest of the Moors and the discovery of America. (3) Louis XI. of France and the downfall of feudalism. (4) The Renaissance. (5) Martin Luther and the Reformation. (6) The rival kings, Henry VIII., Francis I.,

and Charles V., with emphasis on Spain's greatness. (7) Henry of Navarre and the end of the religious wars in France. (8) Queen Elizabeth—the era of expansion and glory for England. (9) Sir Francis Drake and the sea fighters of the sixteenth century. (10) Struggle for political freedom in England—the Civil War and Commonwealth, and the Puritan emigration to America. (11) The Age of Louis XIV.—the grandeur and glory of France. (12) The French Revolution. (13) The Age of Napoleon Bonaparte—Europe revolutionized. (14) The American Revolution. More books are used and an attempt is made to introduce more formal and consecutive history.

Literature. For method, see fifth grade. The following literature material is used: Pyle, Some Merry Adventures of Robin Hood; Kingsley, The Water-Babies; Burt, Odysseus, with readings from Palmer's translation of the Odyssey; The Story of Daniel; Macaulay, Horatius; Irving, Rip Van Winkle; Hawthorne, Biographical Stories; selected short poems, principally heroic ballads, throughout the year; supplementary reading, see fifth grade.

GRADE VII.

History. Formal United States history, using State Series Grammar School History in hands of pupils. Instruction is wholly on the topical plan, with much reading outside of the text-book. Ground covered, from the discovery of America through the Revolutionary War.

Literature. For method, see fifth grade. The following literary material is used: Mabie, Old Norse Stories; Longfellow, The Skeleton in Armor; Irving, The Alhambra (selections); Longfellow, The Courtship of Miles Standish; Irving, The Legend of Sleepy Hollow; Longfellow, Evangeline; The Story of Ruth; Hawthorne, The Great Stone Face; Cooper, The Last of the Mohicans; selected short poems, in particular those of the earlier period of American life and history; supplementary reading, see fifth grade.

GRADE VIII.

History. Formal United States History continued—from the Revolutionary War to the present, including a brief study of our forms of government and a somewhat extended study of the history of California. For method, see seventh grade.

Literature. For method, see fifth grade. The following literary material is used: King Arthur and His Knights, based on the text of Lanier and Pyle, with readings from Tennyson; Lowell, *The Vision of*

Sir Launfal; The Autobiography of Franklin; Dickens, A Christmas Carol; Whittier, Snow Bound; Scott, The Talisman; Hale, The Man without a Country; selected short poems, particularly those of a patriotic nature; supplementary reading, see fifth grade.

GEOGRAPHY AND NATURE STUDY.

GRADES I AND II.

No special periods for geography and nature study are assigned. A love of nature and feelings of sympathy for animals are developed through the conversation work of the language period, and also in connection with the story work of the literature and history periods.

GRADE III.

Geography. Geography proper is begun in this grade. The object during the year is threefold: (1) To give pupils some systematic knowledge of the city and surrounding country; (2) To develop ability to interpret and draw maps of the above; (3) To impart to the class, by means of graphic oral descriptions, supplemented by pictures and stories, as vivid an impression as possible of the noteworthy characteristics (from the child's standpoint) of the life and surroundings of some of the world's typical peoples. Develop map of schoolroom, school-building, playground, portion of city in vicinity of normal school, etc. Discuss occupational life of the people of San Diego and vicinity; products of farms, gardens, mills, mines; civil organization of city. Descriptive work based on the life and surroundings, and emphasizing the child life of the following peoples: Eskimos, Desert Arabs, Hollanders, Japanese, Italians, Mexicans, South Americans, Africans, etc.

Nature Study. Begin with study of seeds, germinating beans, corn, etc.; watching and drawing successive stages. Garden work for fall; individual plots; pupils to record dates of planting, sprouting, ripening, and other details as to mode of planting, soil, etc. Study of soil: collecting and studying samples of many different kinds from gravel to humus; growing seeds in the different soils, noting results. Study of animals and birds: the horse—kinds, uses, care of; stories of horses to awaken interest in and sympathy for them; other typical local animals; some of the typical local birds; the bulletin on Humane Education of the San Diego Normal School furnishes the type of development for this phase of the work in this grade and the next two grades. In spring term renew garden work and take up the study of flowers and the pollen distributors, such as butterflies and bees.

GRADE IV.

Geography. The knowledge of maps gained in the third grade is here used in a general study of the United States. The method of graphic oral description is also used; and rapid map sketching at the board from memory is made a constant feature of the work, in order to impress, by visualization, the facts of locational geography. The states are taken up by groups, the group as a whole being studies in so far as it possesses common characteristics, as follows: Pacific states; Rocky Mountain and Basin states; East and West Central states; South Atlantic and Gulf states; Middle Atlantic states; New England states.

Nature Study. Continue the work of the third grade, but vary by planting other seeds and studying other flowers, also other animals and birds; see third grade for use of bulletin on Humane Education. For additional study take up: the cow and dairy products; stems, leaves, and roots; irrigation and fertilization of soil; useful and injurious worms and insects; observe metamorphosis of mosquito and butterfly.

GRADE V.

Geography. The year's work is devoted to a study of the southern continents and the oceanic islands. Care is taken to exclude all unimportant features and to fix firmly in the mind of the location and characteristics of all those countries, cities, rivers, etc., that have assumed importance in recent national and commercial development. Attention is given to the contrast between early aboriginal life and modern life under control or direction of Europeans and Americans. As in the preceding grade, maps are sketched; and locational geography is vitalized and enriched by full descriptive talks by the teacher, for which such books as the following are helpful sources: Carpenter's Political and Social South America: Dunton's Africa; Kellogg's Australia and the Islands of the Sea. The order of study and subdivisions are as follows: South America—Amazon region, Brazilian highlands, Andes region, Orinoco region, La Plata region; Africa-Barbary states, Sahara and Soudan, Nile region, Congo region, South Africa; Australasia—Eastern Australia, Central and Western Australia, Tasmania, New Zealand; East Indies: Philippines: Hawaiian Islands.

Nature Study. A study of sea and land life occupies most of the year in this grade, with a briefer study of the sources and preparation of man's clothing and principal foods. The grouping is as follows: water life—cœlenterates (hydrozoa, coral), starfish, crustacea, fishes, whales, seals, seaweed; studying above by means of sketches and oral descrip-

tions, using preserved and living specimens, and using microscope with lower forms; desert life—animals, insects, and plants of the desert, and their adaptation to environment; clothing materials—method of producing the raw materials and making the finished product; food products, treated in similar manner. See bulletin on Humane Education, as previously cited, for suggestions on the study of sea and land animals above.

GRADE VI.

Geography. The study of Europe and Asia as wholes, then by units. The units of study are in most cases the political divisions. Each of these is treated according to the following: location; physiography; climate; products; occupations. The interdependence of these facts is clearly pointed out and discussed. Maps are drawn, with special reference to the indication of products.

Nature Study. Nature Study in this grade is based on physics and chemistry, illustrated by simple experiments. The units are: air—its composition and physical properties; wind—causes, kinds; water—different forms, manner of formation of each; heat—causes, effects (expansion, fusion); combustion—causes, products of combustion, respiration as related to above; machines—lever, pulley, incline, etc.; the steam and gas engines; inertia; centrifugal force; sound; light; magnetism; electricity; liquids—relative density, buoyancy, capillarity; gases—compressibility and expansive forces, relative density, the barometer, the air pump.

GRADE VII.

Geography. The United States and the rest of North America are studied in detail, with much attention to cause and effect. Detailed study of California: physiography; mountain and river systems; climate of different sections, seeking causes; desert and fertile regions; mining, agricultural, and horticultural regions, with special attention to their respective industries; counties, with approximate location; chief cities and industrial activities therein. Briefer study of the United States along similar lines, including: the remainder of the Pacific region—Oregon and Washington; the mineral region—Rocky Mountain states, Basin states; the pasture region—parts of Rocky Mountain and West Central states, Western Texas; the grain region—West Central states, East Central states; the cotton region—South Atlantic and Gulf states; the manufacturing region—Middle Atlantic states, New England states. Brief study of Alaska, Canada, Mexico, and Central America.

Nature Study. A study of the soil and the relation of vegetation thereto comprises the greater part of the year's work, according to the following: the soil—its constituents as seen in different collected specimens, causes of soil formation, fertilization, conservation of moisture, irrigation, drainage; alkali soil—its cause and cure, and the crops adapted to it; garden work in early fall and spring, to illustrate the above principles and to serve as a basis for discussing the same; cereals as special food products of the soil—geographical distribution of the important cereals, method of producing the same; local trees—names and habits of the ornamental trees on the Normal Campus and throughout the city; fruit trees of California—care of and protection from pests; forestry—chief forest trees and their uses, the national forests, varieties and habits of the Eucalyptus. Briefer study of mining and mining products, building and paying materials.

GRADE VIII.

Geography. A study of the whole world, country by country, pointing out all possible relationship with the United States. Comparative study of physiography, water-ways, fertile and arid regions, climate, products, transportation systems, occupations, and forms of government. The commercial relationship of the United States with other countries. Frequent discussion of current events in all countries where these events have any international significance. Map-work as in sixth grade.

Nature Study. (a) A study of human physiology, to cover thirty weeks: skeleton; muscles; digestion; circulation; respiration; nervous system; special senses—sight, hearing, taste, touch, smell; the hygiene of the above, with special attention to the effects of alcohol and narcotics on the system; first aids to the injured.

(b) A study of elementary astronomy, to cover ten weeks: the more fundamental ideas of the relative position and distances of the heavenly podies; the relation of the earth to the other members of the solar system.

MUSIC AND THE MANUAL ARTS.

GRADE I.

Music. Rote singing forms the fundamental part of the first four ears' work. Songs to emphasize rhythm, melody, and spontaneity, effort eing made to preserve and cultivate the pure, light, unconscious tone elonging to childhood. Ear-training, developing sense of tonality and hythm through the use of melodic phrase sung with sol-fa syllables and

words. Later in the year begin simple exercises in the use of the staff to develop eye-training.

Drawing. Constructive drawing,—observation work with and the drawing of views of sphere, cube, and cylinder; pencil sketching,—outline drawings from nature and still life; cylindric perspective; color work,—recognition of colors and color charts, work from nature in flat washes; ink silhouette from nature; illustration of stories and rhymes in pencil, color, and clay; clay modeling from nature; design,—rosettes in squares and circles; picture study.

Manual Training. Raffia,—braiding and sewing mats, etc.; paper sloyd,—models requiring simplest measurements.

GRADE II.

Music. Continue work of first grade. Rote singing. Individual voice and class exercises in singing melodic phrases from dictation. Further use of the staff, showing difference of position in different keys. Use of signature.

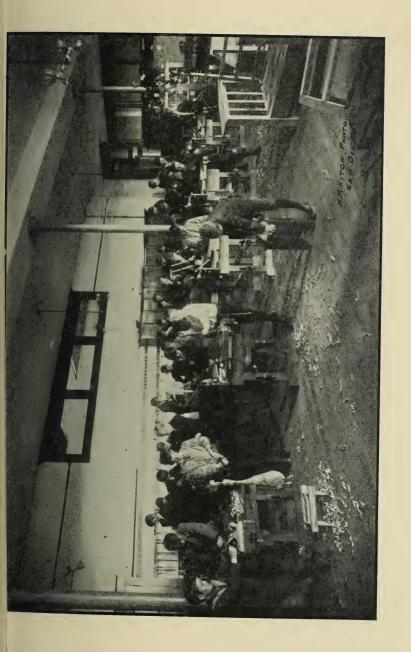
Drawing. Constructive drawing, observation work with and the drawing of views of the square-prism and hemisphere; pencil sketching in outline from nature and still life, using single objects; cylindric perspective; color work,—simple wash drawings from fruit, vegetables, flowers, and leaves, drawing of landscapes from memory; ink silhouette from nature; illustration of stories and rhymes in pencil, color, and clay; design,—simple repeated designs in circles and squares; clay modeling from nature; picture study.

Manual Training. Raffia,—braiding, sewing, weaving; paper sloyd,—simple models requiring no measurements less than half inch.

GRADE III.

Music. Continue song work. Individual proficiency in sight singing and rhythm practice. Take up movement involving two tones to one beat. Continue dictation. Increased attention to the development of the sense of rhythm. In this and succeeding grades much time is given to ear-training (through oral and written exercises) to develop and sharpen tone perception and to establish tone relationship.

Drawing. Constructive drawing,—study and draw views of cone and square pyramid; pencil sketching,—outline single objects and groups from nature and still life; perspective as in second grade; color work,—



color sketching from nature and still life, landscapes from memory; ink silhouette and illustration work as in second grade; clay modeling from still life and nature; design,—simple repeated designs in circles, squares, and equilateral triangles; picture study.

Manual Training. Raffia,—braiding, sewing, weaving; cord work,—knotting, weaving; paper sloyd,—simple models requiring measurements not less than quarter inch.

GRADE IV.

Music. Continue song work. Exercises to develop the ability to read simple melodies at sight in any major key, to sing exercises in 2-4, 3-4, and 4-4 measure, and to sing groups of tones represented by dotted quarter and eighth notes. Exercises in two-part melodies begun.

Drawing. Constructive drawing,—study and draw views of equilateral triangular and right angled triangular prisms; continue pencil sketching, color sketching, perspective, ink silhouette, clay modeling, and illustration work as in preceding grade; design,—simple repeated designs in circles, squares, triangles, and kite shapes; picture study.

Manual Training. Raffia and cord work as in the preceding grade; wool weaving; paper sloyd as before, but requiring measurements not less than the eighth inch.

GRADE V.

Music. Continue work of fourth grade, adding exercises to develop use of chromatics. Continue rhythm, adding the dotted eighth and sixteenth and the simple forms of 6-8 measure, two beats to a measure. Two-part melodies continued. Study of some of the composers in story form.

Drawing. Constructive drawing,—simple prescribed models for woodwork, also original models; pencil sketching in light and shade from nature and still life; cylindric and parallel perspective; color work,—color sketching from nature and still life, landscapes from memory; ink wash in two tones; illustration of the content of literature and history, adapted to the grade; clay modeling from nature; design,—simple repeated designs and designs for folio covers; picture study.

Manual Training. Woodwork (for boys); models are made which teach the use of common tools and the elementary methods of joinery; this is followed by the making of original, useful articles for home or school, the idea being to encourage creative work and thus develop individuality.

Domestic Economy. Sewing (for girls); needle sizes, thread numbers, use of thimble, method of taking a stitch; basting, overcasting, back-stitching, buttonholes, fells, darning, seams, hemming, gathering, patches, loops; cutting and machine work; making of articles, such as—sewing bag, kettle holder, sewing apron, doll clothes, etc.; darning stockings, patching worn garments; lessons on materials,—silk, cotton, wool, etc.

GRADE VI.

Music. Further exercise in preceding technique. Introduce gradually all the chromatics, and give exercises in the application of syllables to any short, simple melody, from memory or dictation. Exercises in the minor mode. Three-part singing. Brief study of composers, in story form, continued.

Drawing. Constructive drawing,—prescribed and original drawing for woodwork; pencil sketching,—light and shade from nature and groups of still life; cylindric, parallel, and angular perspective; color sketching, ink wash, and illustration as in preceding grade; design,—repeated surface designs, using curves to space off back grounds, designs for book, folio and magazine covers.

Manual Training. Woodwork (for boys) as in preceding grade.

Domestic Economy. Sewing (for girls); hemstitching, bias seams, plackets, tucks, napery, hem, over-handing, and over-seaming; fastenings, and flannel stitches; cutting and general use of machine; making of articles, such as—stocking bag, baby sack, cooking apron, handkerchief, iron holder, etc.; lessons on materials,—silk, cotton, wool, etc.

GRADE VII.

Music. Review and continue work of sixth grade. In rhythm pupils should be able to read all the forms found in 6-8 measure and to sing four tones to one beat. Syncopation. Brief study of composers as in preceding grades.

Drawing. Continue constructive drawing, pencil and color sketching, perspective, and illustration as in preceding grade; ink wash in three tones; design,—repeated surface designs, using curves and irregular spacings for foundation, design for book covers, folio covers, etc.

Manual Training. Woodwork (for boys) as in preceding grades.

Domestic Economy. Cooking (for girls); air in relation to life and fire; fuels, water, cleanliness; fuel foods,—starch, potato, cereals; tissue-building foods—eggs, milk, butter, cheese; flour and flour pastes,—quick breads, yeast breads, marcaroni; food in its relation to life,—body stuffs, food stuffs, diet, etc.

GRADE VIII.

Music. Complete review of previous work. Introduce bass clef. Brief study of composers as in preceding grades.

Drawing. Constructive drawing, pencil and color sketching, and perspective as in preceding grades; landscape and flower composition in line and wash; design,—applied designs for surface coverings (book, folio, magazine), fans, pillows, etc.

Manual Training. Woodwork (for boys) as in preceding grades.

Domestic Economy. Cooking (for girls); tissue-building foods,—meats, composition and cooking of meats, cuts of meats, fish, food values; fuel foods,—fats and oils, cooking in fat, frying and sauteing; acid and salt supplying foods,—fruits, vegetables, soups, salads; sugar,—value as food, common sense in the use of sugar, cakes, desserts, etc.; preservation of food,—canning, jellies, action of bacteria; beverages,—coffee, tea, cocoa, chocolate.



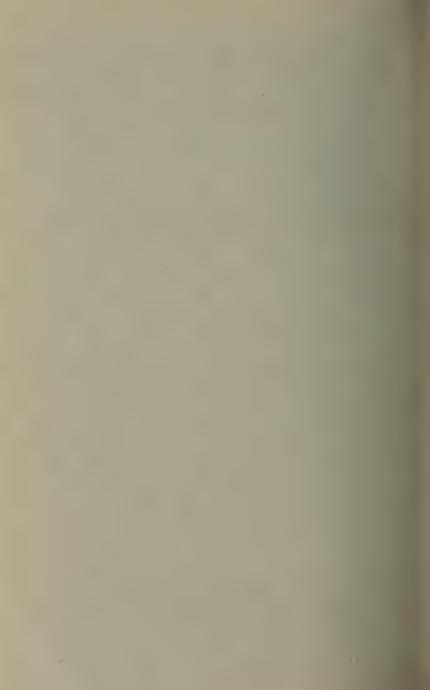


ATALOGUE
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DAINERSH E OF HELITE IS

State Normal School San Diego, California

FIRST TERM
Begins September 12, 1910
SECOND TERM
Begins January 30, 1911



STATE NORMAL SCHOOL

OF

SAN DIEGO, CALIFORNIA

CIRCULAR OF INFORMATION

AND

ANNOUNCEMENTS

FOR 1910-1911

CATALOGUE FOR 1909-1910

SACRAMENTO:

W. SHANNON -- - - SUPERINTENDENT STATE PRINTING



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CALENDAR FOR 1910-1911.

FIRST SEMESTER.

Training School conferences begin - Thursday, September 8,	1910
General faculty meeting Saturday, September 10,	
Admission and general registration Training School opens } - Monday, September 12,	1910
Class registration Tuesday, September 13,	
Thanksgiving recess begins at noon - Wednesday, November 23,	1910
School reopens Monday, November 28,	1910
Holiday recess begins evening of - Wednesday, December 21,	1910
School reopens Tuesday, January 3,	1911
Semester closes Friday, January 27,	1911

SECOND SEMESTER.

Admission and general registration	- Monday, January 30, 1911
Class work begins	Tuesday, January 31, 1911
Spring recess begins evening of -	Friday, March 31, 1911
School reopens	Monday, April 10, 1911
Dedication day	Monday, May 1, 1911
Commencement	Thursday, June 15, 1911

STUDENT BODY.

BOARD OF TRUSTEES.

HON. JAMES N. GILLETT, Governor Ex Officio.
HON. EDWARD HYATT, - Superintendent of Public Instruction Ex Officio.
ISIDORE B. DOCKWEILER, Los Angeles
HON. M. L. WARD, San Diego
CHARLES C. CHAPMAN, Fullerton
JOHN S. AKERMAN, San Diego
PHILIP MORSE, San Diego
OFFICERS OF THE BOARD.
HON. M. L. WARD, President
HELEN DALE Secretary

EXECUTIVE COMMITTEE.

HON. M. L. WARD,

PHILIP MORSE,

JOHN S. AKERMAN.

FACULTY, 1909-1911.

SAMUEL T. BLACK, PRESIDENT, - - School Administration.
Resigned. Resignation takes effect September 1, 1910.

EDWARD L. HARDY, PRESIDENT-ELECT.

B.L., University of Wisconsin; graduate student, Chicago; study of European secondary schools, 1898-1899; Head Master, Los Angeles Military Academy, 1899-1901; Principal High School, Riverside, Ill., 1901-1906; Principal San Diego High School, 1906-1910.

*EMMA F. WAY, PRECEPTRESS, - Reading and Preparatory Latin.
Grand River Institute, Ohio.

Principal Grammar School, Liberty, Ohio, 1876-1877; Preceptress Grand River Institute, 1877-1878; Instructor in Mathematics, Warren High School, Ohio, 1880-1886; student Oberlin and University of California, 1886-1887; Principal Southwest Institute, San Diego, 1887-1899. (Appointed October, 1898.)

ALICE EDWARDS PRATT, REGISTRAR, - - - English.
Ph.B., Univ. Cal.; Ph.D., Chicago.

Assistant Principal Santa Rosa Seminary, 1883-1892; graduate student and Fellow, University of Chicago, 1892-1897; Critic in English, Vassar College, 1897-1898. (Appointed October, 1898.)

EDITH McLEOD, - Principal Training School and Supervising Teacher Grammar Grades.

State Normal School, Mass.; 'Graduate Teachers' College, Columbia.

Teacher grammar schools of Massachusetts, Wyoming, and California, 1871-1890; Principal of City Grammar School, San Diego, 1890-1899. (Appointed July, 1899.)

ELISABETH ROGERS, - Supervising Teacher Primary Grades.
State Normal School, Albany, N. Y.

Principal primary department training school State Normal School, Chico, California, 1890-1900. (Appointed July, 1900.)

J. F. WEST, - - - - - - Mathematics.

A.B., Stanford; graduate student, Harvard.

Teacher rural schools of Illinois, 1885-1888; Principal Compton schools, California, 1888-1893; Principal Paso Robles High School, 1893-1896. (Appointed July, 1900.)

W. F. BLISS, - - - - - - History and Civics.
B.S., Mount Union; B.L., M.L., Univ. Cal.

Teacher in public schools of Pennsylvania and Ohio several years; Vice-Principal Beaver High School, Pennsylvania, 1886-1889; superintendent city schools, Rochester, Pa., 1889-1891; Supervising Principal, Colton, Cal., 1892-1898; Vice-Principal and Instructor in History, High School, Santa Barbara, Cal., 1899-1900; Teaching Fellow, Univ. Cal., 1908-1909. (Appointed September, 1900.)

W. T. SKILLING, - - - - - Physical Sciences.

State Normal School, Los Angeles, Cal.; M.S., Univ. Cal.

Teacher in public schools, Los Angeles, Cal., several years; Assistant in Physics, University of California, 1899-1901. (Appointed September, 1901.)

^{*}On leave of absence from February first.

JESSIE RAND TANNER, - - - - Physical Education.

Graduate Boston Normal School of Gymnastics.

Substitute, High School, Fort Plain, N. Y., 1897-1899; student, Syracuse University, 1899-1900; tutor, Brookline, Mass., 1901-1902. (Appointed July, 1904.)

*HARRIET H. GODFREY, - - - English and History.

B.L., Univ. Cal.

Instructor in English, San Diego High School, 1895-1898; Instructor in English and History, Alameda County Union High School, Centerville, 1899-1901; Instructor in English, San Diego High School, 1901-1905. (Appointed July, 1905.)

EMILY O. LAMB, - - - Drawing, Manual Training.

State Normal School, Brockport, N. Y.; Normal Art Course, Pratt Institute, N. Y. Substitute in Drawing, State Normal School, Brockport, N. Y., 1894-1895; Departmental Drawing, grade schools, Newton, N. J., 1896-1897; Department of Drawing, Cumberland Valley State Normal School, Pa., 1897-1899; Supervisor of Drawing in grade schools and High School, Santa Barbara, Cal., 1900-1904. (Appointed July, 1905.)

W. C. CRANDALL, - - - - Biological Sciences.

A.B., Stanford University.

Instructor in Science, Ogden High School, Utah, 1899-1904; Instructor in Science, Kern County High School, 1904-1905. (Appointed July, 1905.)

W. W. KEMP, DIRECTOR OF TRAINING SCHOOL, - - Education.

A.B., Stanford University.

Master and instructor in history, Hoitt's School, 1899-1903; Principal city school, Alameda, 1903-1904, 1905-1906; graduate student and assistant in education, Stanford, 1904-1905. (Appointed August, 1906.)

L. ARENA DAVIS, - - - - - - - - Music.

Special preparation, State Normal College, Ypsilanti, 1901-1902; graduate Thomas Normal Training School, Detroit, 1904; graduate New School of Methods, Chicago, 1908; Supervisor of Music, Tupper Lake, N. Y., 1904 to 1905; Tecumsch, Mich., 1905-1906. (Appointed August, 1906.)

MRS. ADA HUGHES COLDWELL, - - - Household Arts.

Grade Teacher, Alameda, Cal., Schools, 1895-1899; Special study, Europe, 1899-1900; Supervisor of Drawing in Grades and High School, Alameda, Cal., 1900-1906; Special Student in Domestic Science, Teachers' College, Columbia University, New York City, 1907. (Appointed June, 1907.)

FLORENCE E. GEORGE, - - - - English.

State Normal School, San Diego, Cal.; A.B., Stanford University.

Six years in the rural and city schools of California. (Appointed Sep-

tember, 1909.)

JESSE A. TANNER, - - - - - History.

State Normal School, Valley City, North Dakota; M.A., University of North Dakota; Graduate Student, Chicago University.
 Teacher, public schools of North Dakota, 1898-1901; Curator, State Historical Society, North Dakota, 1906-1907; Instructor in History, Valley City, North Dakota Normal School, 1907-1908; Superintendent City Schools, Bismarck, North Dakota, 1908-1909. (Appointed February, 1910.)

FLORENCE M. BRYANT (Substitute) - - Latin and English
B.L., B.A., Mount Holyoke College.

Assistant Principal, High School, Fort Plains, N. Y., 1895-1899; Graduate Student, Syracuse University, 1899-1900; Stanford University, 1903; Instructor in Latin, Mills College, 1904.

^{*}Resigned March 1, 1910.

- - - Librarian.

ANI	VA MYR'	TLE	ALLE	N (S	ubstitı	ite)	-	Histo	ory	and	Englis	sh.
B.L.,	University	of Ca Di _I	difornia; plome Si	One iperieu	year's r de l	study a Lang	at Uni gue Fr	versity ancais.	of	Paris-	Sorboni	ıe;

MRS LYDIA M. HORTON. -

1909

Titleb. Harman					
DR. CHARLOTTE J. BAKEI	R,	-		Medical	Examiner.
PAULINE T. BLACK,	-	-	Assistant	in Train	ing School.
HELEN DALE	-	-		- Office	Secretary.
FRED W. VAN HORNE,		_		_	- Janitor.

FRED W. VAN HORNE, - - - - - - Janitor. JOSEPH MAHONY, - - - - - - - - Assistant Janitor. MARTIN ROTH, - - - - - - - - Gardener.

LECTURES DURING THE YEAR.

270	, , , , , , , , , , , , , , , , , , ,	
Apr.	30—Dedication Day, "Sleepy-Heads"	Hon. Frank G. Tyrell
June	17—Commencement Address, "The Place of the Willard Brown Thorp	reacher in the Community"
Oct.	21-"The Reading of the Health Index"	Dr. Ernest B. Hoag
Oct.	28—"The City of Greatest Interest"	Dr. Preston W. Search
Oct.	29—"Sunny Italy"	Dr. Preston W. Search
Oct.	30—"Glorious Cultural Florence"	Dr. Preston W. Search
Dec.	6—"Educational Ideals"	Dr. H. A. Suzzalo
Dec.	14-"Industry and Achievement"	Dr. H. R. Fairclough
191		
	21—"Searching the Ocean Wild"	
Feb.	11—"Comets"	Prof. W. T. Skilling
Feb.	25—"Alaska"	Dr. Charlotte Baker
Mar.	2-"Personal Experiences as 'The Farmer Painte	r' "_Mr. Alfred Montgomery
Mar.	11-"The Panama Canal"	Mr. John P. Prochaska
Mar.	25-"Our Need of Realizing Beauty"	Dr. Mitchell Carroll
Mar.	30—"India—Its Scenery and History"	Mr. J. Nelson Fraser
	29-Dedication Day-"A Modern Hero of the M:	
		Dr. David P. Barrows
May	11-"Fagan's Philosophy"	Mr. "Noodles" Fagan

REQUIREMENTS FOR ADMISSION.

Candidates for admission must be at least sixteen years of age, of good moral character, and physically healthy.

All applicants for admission must sign the following declaration:

I hereby declare that my purpose in seeking admission to the State Normal School of San Diego is to fit myself for teaching, and that I intend to teach in the public schools of California, or of the State or Territory in which I may reside.

Applicants will be admitted as follows:

- (a) Recommended graduates of accredited secondary schools of California.
- (b) Graduates of secondary schools outside of California; provided; their credentials are the equivalent of recommended graduation from a California secondary school.
- (c) Applicants partially recommended, and graduates of non-accredited high schools, will be admitted conditioned upon making up deficiencies, either by examination or by class work, at the option of the department concerned.
- (d) Applicants presenting credentials from institutions of the college grade will be assigned to such advanced standing as, in the judgment of the Committee on Advanced Standing, their credentials may entitle them to; provided, all such students shall be required to spend at least one year in attendance at the Normal School before receiving the diploma of graduation.
- (c) Teachers of experience holding either the grammar school or the first grade certificate, not candidates for graduation, will be admitted as visiting teachers for the purpose of doing special work.

ADVANCED STANDING.

Experienced teachers holding the grammar-school or first-grade certificate, will be admitted to the Normal School upon presenting such certificate, together with satisfactory letters of recommendation. They will receive such credit as their preparation and *successful* experience may warrant. On the other hand, they will be required to make up such deficiencies as their work in the school may reveal.

Credits for successful teaching may be given on the following basis:

For 4 or more years	10 units.
For 2-4 years	7½ units.
For 1-2 years	

Less than one year of teaching will not be recognized.

One year of teaching will be interpreted to mean not less than eight months.

Students who have graduated from an accredited High School or its equivalent, and who have also had not less than one continuous year of successful experience in teaching may be given a course covering three semesters, and embracing not less than 60 units (including teaching conferences).

Credits obtained in the State Normal Schools of California or other states, or in colleges and universities of recognized standing, will be nonored so far as they cover the work of the regular course of study in this school.

The Committee on Advanced Standing (consisting of the President, he Registrar, and the Director of the Training School), in arranging rograms for students admitted under the foregoing conditions, will irst provide for courses in Education, and then add other branches to omplete the required number of hours; such branches will be deternined by the committee in conference with the applicant.

GRADUATE COURSES.

Advanced courses in three subjects, Drawing, Manual Training, and Iousehold Arts, are offered to graduates of Normal Schools, Colleges, r Universities of recognized standing. These courses necessarily preame an amount of preliminary training in these subjects not less than pat required of the undergraduates in this school.

The aim of these courses is to prepare special teachers to take charge f these branches in the elementary schools of our towns and cities. It presumed that only those having interest and ability along these lines ill desire to make any one of them a specialty. To such students these purses will offer the opportunity of preparing themselves (a) to superse the work in Drawing, or Manual Training, or Cooking and Sewing roughout the grades in some one school building in a city which nploys a general director of the subject; or (b) to direct the work in the chosen line in all the grades of a smaller city or town.

Students satisfactorily completing any of the courses will be given certificate of proficiency signed by the proper school authorities.

RECOMMENDATIONS.

All candidates for admission must present one or two letters of recommendation from responsible people—former teachers, where possible. Applicants from other Normal Schools, or schools of equivalent grade, must file with the registrar honorable dismissal certificates, signed by the proper authorities of the schools or colleges last attended by said applicants. Each honorable dismissal certificate should state the educational record of the applicant.

HIGH SCHOOL CERTIFICATION.

The law provides that the State Board of Education shall prescribe the general rules upon which County Boards and County and City Boards of Education may grant regular high school certificates.

Those general rules have been thus formulated:

1. High School Certificates may be issued under the provisions of section 1521, subdivision 2(a), and section 1775, subdivision 1(a), of the Political Code of Cali-

fornia, as follows:

(a) To candidates who have received the Bachelor's Degree from a college requiring not less than eight years of high school and college training, and who submit evidence that in addition to the courses required for the Bachelor's Degree they have to the Association of American Universities; which year of graduate study in a university belonging to the Association of American Universities; which year of graduate study shall include one half-year of advanced academic study (part of the time, at least, being devoted to one or more of the subjects taught in the high school), and such other time in a well-equipped training school of secondary grade directed by the Department of Education of any one of the Universities of the Association, as may be

necessary to fulfill the pedagogical requirements prescribed by this Board.

(b) To candidates who have received the Bachelor's Degree from a college requiring not less than eight years of high school and college training, and who submit evidence that in addition to the courses required for the Bachelor's Degree they have successfully completed at least one half-year of graduate study in a university belonging to the Association of American Universities which half-year of graduate study shall consist of advanced academic study (part of the time, at least, being devoted to one or more of the subjects taught in the high school); and six months as student teachers in a well-equipped school of secondary grade directed by a California State Normal, or its recognized equivalent, under conditions conforming to the requirements of readvances.

to the requirements prescribed by this Board as the minimum amount of pedagogy.

(c) The minimum amount of pedagogy which section 1521, subdivision 2(a) the Political Code, directs the State Board of Education to prescribe, is hereby declared to be as follows:

Satisfactory completion of courses, suitable and essential to acquiring efficient skill in teaching and an intelligent comprehension of the scope, and the attainable goals in high school instruction; said courses to be equivalent to not less than twelve hours per week for one half-year; provided, that at least one third of this work shall consist of practical teaching under the direction of supervising instructors of academic competency and breadth of pedagogic comprehension who for a period of not less than two years have taught the subjects in which they supervise.

2. In lieu of the pedagogical training above prescribed, candidates may submit evidence showing that they are graduates of a California State Normal School, or other Normal School officially recognized by this Board as of equivalent rank, or have taught with decided success as regular teachers or as principals at least twenty months in any reputable school, elementary or secondary; and provided that until further notice, the practical teaching prescribed may have been pursued in schools of grammar or secondary grade in connection with a California State Normal School or under the direction of the Department of Education of the University of California or of Leland Stanford Junior University, as evidenced by a certificate of proficiency.

3. The institutions embraced in the Association of American Universities, men-

3. The institutions embraced in the Association of American Universities, mentioned in Rule 1 hereof, are the following:
University of California, Berkeley, Cal.; Catholic University of America, Washington, D. C.; University of Chicago, Chicago, Ill.; Clark University, Worcester, Mass.; Columbia University, New York City, N. Y.; Cornell University, Ithaca, N. Y.; Harvard University, Cambridge, Mass.; Johns Hopkins University, Baltimore, Md.; Leland Stanford Junior University, Palo Alto, Cal.; University of Michigan, Ann Arbor, Mich.; University of Pennsylvania, Philadelphia, Pa.; Princeton University, Princeton, N. J.; University of Wisconsin, Madison, Wis.; University of Virginia, Charlottesville, Va.; Yale University, New Haven, Conn.; University of Minnesota, Minneapolis, Minn.

The State Normal School of San Diego, being provided with a preparatory department embracing all high school grades, is especially fitted to furnish to a limited number of college graduates the opportunity for the practice teaching in "a well-equipped school of secondary grade" (see b above) required of them as candidates for the High School Certificate.

HALF-YEAR COURSE FOR CANDIDATES FOR THE HIGH SCHOOL CERTIFICATE.

I. Teaching at least two secondary classes per day for one semester under supervision, together with preparation of detailed lesson plans and outlines.

At least 10 hours per week for one semester.

II. Teaching conferences.

2 hours per week for one semester.

III. Assigned readings, reports, and discussions, relating to the fundamental principles of both elementary and secondary education.

3 hours per week for one semester.

MAY DAY PROCESSIONAL.

AIM OF THE SCHOOL.

The main purpose of a Normal School is to prepare suitable persons to teach in the public schools of the State. No one unsuited by natural inclination, ill health, or physical disability, should apply for admission.

The Normal School course demands of all who enter upon it adequate preparation, native ability, and a willingness to study. Prompt and regular attendance at the daily recitations, satisfactory preparation of assigned lessons, and good health will insure creditable records in the various lines of study and instruction.

EXPENSES.

Students are required to furnish their own text-books. Tuition is free in all departments.

Rooms and board may be had at very reasonable rates. Students not residing at home must consult the Preceptress of the school before securing boarding-places. Letters of inquiry may be addressed to her at the Normal School, where she may be found one week before the opening of the school.

RULES GOVERNING LEAVE OF ABSENCE AND WITHDRAWALS.

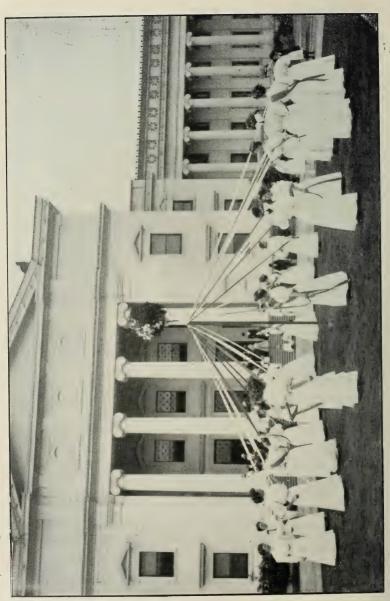
1. Students desiring leave of absence for one day only shall make oral application to the Preceptress.

2. Students desiring leave of absence for more than one day shall make their request in writing, and the petition must specify both the length of time and the reason for which such leave is desired.

This rule will apply also to students who find it impossible to return on the first school day next succeeding any vacation.

3. When any student shall withdraw from the school without giving proper notice to the President, or, in his absence, to the Preceptress, or shall have been continuously absent for two consecutive weeks without satisfactory explanation, the name of such student will be dropped from the roll, and no record of honorable dismissal will be made.

4. Students whose names have been dropped from the roll shall be reinstated only by a vote of a committee of the Faculty, consisting of the President, the Preceptress, and the Registrar.



CONDITIONS AND FAILURES.

A student conditioned in any subject may arrange with the instructor concerned for such supplementary examinations or study as will make good the deficiency. If such deficiency is not removed by the middle of the succeeding semester, it will be recorded as a failure.

* * * * RIGHTS OF GRADUATES.

The rights and privileges of graduates of California State Normal Schools are defined in section 1503 of the Political Code, the principal features of which are as follows:

The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue a diploma of graduation to those pupils who worthily complete the full course of study and training prescribed.

Said diploma shall entitle the holder thereof to a grammar school certificate from any county or city and county board of education in the State.

Whenever any county or city and county board of education shall present to the State Board of Education a recommendation showing that the holder of a California State Normal School diploma has had a successful experience of two years in the public schools of this State subsequent to the granting of such diploma, the State Board of Education shall grant to the holder thereof a document signed by the President and Secretary of the State Board, showing such fact. The said diploma, accompanied by said document of the State Board attached thereto, shall become a permanent certificate of qualification to teach in any primary or grammar school in the State.

Graduates of a State Normal School desiring either immediately or after a few years' experience in teaching, to continue their studies at the State University or at Leland Stanford Junior University, may enter either of these institutions with advanced credit. To obtain this credit it is necessary to present with the diploma of graduation a special recommendation from the Normal School Faculty.

EQUIPMENT.

The library contains over eight thousand carefully selected volumes, and is supplied with the standard periodicals. The room is bright and cheerful and is furnished with separate chairs and tables for study purposes.

The physics, chemistry, biology, and domestic science laboratories are thoroughly equipped with the most modern apparatus.

The room for drawing and manual training is furnished with eighteen double workbenches and all necessary tools. It is a large room, 50 by 50 feet, with a northern exposure, thus insuring a steady light, and is well supplied with reference books, photographs, casts, and objects for still-life study.

The gymnasium, located in the west wing, is a large room, 36 by 74 feet and 18 feet high. The equipment, intended for the Ling or Swedish system of gymnastics, is ample to meet all the requirements of the courses in physical education.

ATHLETICS.

The school buildings are located on a mesa three hundred and fifty feet above the bay and are surrounded by a campus of sixteen and one half acres, which affords large opportunities for out-of-door sports and games. There are two tennis courts of decomposed granite, and separate courts for basket ball and captain ball. Tennis is the ever-popular game, while other games come and go with the seasons.

The sports of the students are under the direction of a Faculty committee working in unison with the department of Physical Education.

The Rowing Association, which was formed early in the history of the school, presents the most active phase of student athletics. This association, which consists of six crews, owns a well-equipped eight-oared barge. Each crew has its student officers and its regular day for rowing. The superior officers are a commodore and a business manager chosen from the Faculty.

THE CLIMATE OF SAN DIEGO.

By Local Forecaster Ford A. Carpenter, U. S. Weather Bureau. Revised March 21, 1910.

Since the beginning of meteorological records, the temperature has averaged less than one hour per year above 90 degrees. Highest and lowest temperatures ever recorded are 101 degrees and 32 degrees. The thermometer has never gone below 32 degrees, although the records extend back to 1871.

The annual rainfall in San Diego averages ten inches. Back from the coast, the rainfall increases to over forty inches. It is in this well-watered region that the magnificent water supply of San Diego is located.

The sea breeze keeps San Diego cool in summer, and warm in winter, and the near-by mountains and desert give it a dry marine climate. The wind averages five miles per hour throughout the year.

The sun shines in San Diego on an average of 356 days a year. The photographic sunshine recorder shows that for over twenty years there has been an average of less than nine days a year without one hour or more of sunshine.

Temperatures are usually shown on a globe by lines which pass through regions of the same degree of heat or cold. Red lines of 60 degrees and 70 degrees showing the summer temperature at San Diego also inclose Alaska and Siberia. Blue lines of 50 degrees and 60 degrees, showing the winter temperature at San Diego, inclose Egypt and Arabia. Thus San Diego may be said to have Alaskan summers and Egyptian winters.

From U. S. Weather Bureau Records.

PROFESSIONAL COURSE.

JUNIOR YEAR. First Semester. Education I	3 3 2 3 5 3 2	SENIOR YEAR. First Semester. Education III
Second Semester. Education II	3 5 4 5 3 2	Second Semester. Education IV

Chorus practice twenty minutes daily throughout the entire course. The Arabic numerals denote the number of hours per week.

^{*}Students who plan to enter the university with the intention of preparing for teaching in the high schools will be offered two years of German or French in lieu of the following subjects: Grammar, reading, arithmetic, history of literature and two of the "teachings" in the last half of the senior year. This arrangement will commence September, 1910

BRIEF DESCRIPTION OF THE PROFESSIONAL COURSES.

EDUCATION.

Though the aim of the work in "Education" is to make teaching as soon as possible a process in which theory and practice are scarcely to be distinguished, it is considered essential to the mastery of the process that it begin with the aspect called theory. Before engaging in practice the student-teacher should see clearly the end for which practice exists. In keeping with this point of view, the broad problem of education is introduced from one to two terms before actual teaching begins. From this point on the two phases run parallel, the theoretical work centering more and more upon specific questions, to the end that the final result may be an enlightened and intelligent practice.

The theoretical aspects are presented in a course extending through eighty weeks. Effort is directed toward keeping in the student's mind, from the beginning, the central problem of education, namely, the taking of the child from where he is toward the goal he ought to reach. To this end the usual method of presenting the theory of education under such heads as "Psychology," "Child Study," "School Hygiene," "Pedagogy," "Methods," and "History of Education" is not followed. Selection is made from all those fields of that material only which is pertinent to the problem, and this material is so organized that the student's knowledge is day by day made fuller along three lines—the nature of the child, the end to which he is to be educated, and the means to be employed in the process. The work throughout consists of lectures, selected readings, reports, papers, and class discussions.

Education I. The course begins with a discussion of the child as a growing organism. The student is introduced to the biological and evolutionary conceptions of the origin of the race, and is accustomed to the fact of growth. In a discussion of the meaning of infancy he is given some conception of the significance of education and is prepared for the next step—a consideration of the factors in growth: heredity and environment. Then follows a study of some special lines of growth and their control: height and weight; movements—instinctive, imitative, voluntary; the nervous system—its structure and functions; the conditions of nervous functioning—exercise and habit, play, fatigue,

epochs of growth, etc.; the evolution of the primitive self. This preliminary course concludes with a discussion of the sense organs and the simpler states of consciousness. The aim throughout is to present the child as an organic being, predisposed to grow along lines dictated by physical heredity, but capable of modification by environment. The course leads naturally into the work of the next twenty weeks, which treats of "The Growing Mind."

3 hours a week for one semester.

Education II. The second part of the course treats of the child, now a psychological person. Along this line are discussed from a genetic point of view, the following topics: "The stream of consciousness," what the self is, the self-functioning in the conscious process—perceiving, discriminating, imagining, reasoning, judging, willing; conditions and control of the conscious process—attention, association, memory, interest, apperception; the ideally organized individual—the moral man in whom feeling, intellect, and will symmetrically blend in the higher human emotions and pass into effective action.

3 hours a week for one semester.

Education III. The third part of the course treats of the body of culture in its relation to the child, as a psychological person. It presupposes academic work in the several branches of study and aims at an examination of these branches as nutrition for the growing mind. Assuming that education is the gradual adjustment of the educable child to the spiritual possessions of the race, it undertakes the study of these possessions, the body of culture, under the following heads: the scientific inheritance, the literary inheritance, the æsthetic inheritance, the institutional inheritance, the religious inheritance. Concerning each of these great traditions certain broad educational questions are raised, such as its primitive origin and the main features of its history; its significance as an expression of the racial and individual consciousness, its emphasis at the present time, etc. A description of the fairly separable directions within the tradition is attempted, with an estimate of each, and the educational value and service of the tradition as a whole are characterized as they have been set forth by their great exponents. In connection with the "institutional inheritance" a study of the social aspects of education is made under such topics as "the school and the family," "the school and the industrial order," "the school and democracy," "the school and the church." This general survey is followed by an examination of those epochs in history wherein particular traditions significantly affected educational theory and practice.

3 hours a week for one semester.

Education IV. (a) The Elementary Curriculum. An attempt is made here to have the student focus the knowledge gained in the professional courses, the academic courses, and in the Training School, upon the problems presented by the elementary school curriculum, to the end of stating for himself governing principles for the selection of subject-matter, its distribution along the grades, and the methods of its presentation. Each subject is therefore examined with a view to determining its appropriate educational service in a well-balanced curriculum.

(b) School Administration. This comprises a brief survey of the general features of school administration in the United States, comparing it incidentally with that of the leading European countries; a study in detail of the California system of administration, including the powers and duties of the various school boards and school officers, the collection and distribution of school funds in California, the law for certificating teachers, the constitutional and statutory provisions for ethical, intellectual, scientific, and industrial improvement, etc.

(c) Physical Education. This is a brief course designed to give the student-teachers a working knowledge of some of the most important phases of physical education.

The work is carried on by means of lectures, demonstrations, and personal investigations. The required courses of Physical Education I and II form the basis.

Description of course:

- 1. Games—Theory and practice.
- 2. School and Personal Hygiene.
- 3. Emergencies.

5 hours a week for one semester.

PRACTICE TEACHING.

Each student teaches in the Training School during the entire Senior year, one hour per day during the first term and two hours per day during the second.

In order that each student may have experience in all subjects of the elementary curriculum, these subjects are classed into six groups. The teaching in each group is supervised by one or more members of the Normal School Faculty. This supervision consists of the directing of the daily teaching by means of lesson plans, model recitations, and individual suggestions, and of instruction in a class composed of all the student-teachers of the group. This class meets regularly for the discussion of

the practical problems connected with the daily recitation, the material to be presented, the mental processes involved in thinking and acquiring the subjects, the educational service of the subjects, and the most effective methods of presentation. In addition to the model recitations and suggestions given in the course of the inspection of class work, each supervisor conducts a formal model recitation weekly in some one of the respective grades.

Teaching assignments are so made that each student teaches in primary, intermediate, and upper grades. Credit in "Teaching" is given when the student-teacher is deemed by the supervisors of the several groups a fit and responsible person to be entrusted with the care of a public school.

The several teaching groups are as follows:

Teaching I. Primary Number Work and Formal Language.

5 hours per week for 10 weeks.

Conferences. 4 hours per week for 10 weeks.

Teaching II. Geography and Nature Study.

5 hours per week for 10 weeks.

Conferences. 2 hours per week for 10 weeks.

Teaching III. Grammar Grade, Arithmetic and Formal Language.

5 hours per week for 10 weeks.

4 hours per week for 10 weeks.

Teaching IV. Literature and Composition.

Conferences.

5 hours per week for 10 weeks.

Conferences. 2

2 hours per week for 10 weeks.

Teaching V. History and Civics.

5 hours per week for 10 weeks.

Conferences. 2 hours per week for 10 weeks.

Teaching VI. Music and the Manual Arts.

5 hours per week for 10 weeks.

Conferences. 4 hours per week for 10 weeks.

The teaching assignments do not necessarily follow the order here indicated.

ENGLISH.

(a) **Grammar.** A review of grammar, based as far as possible upon the text adopted by the State, with especial emphasis upon parsing and sentence structure.

3 hours a week for one semester.

(b) Reading and Phonics. Phonic work, including articulation drill, and study of English sounds and of the action of the organs in

forming them. Practical work in expression: time, pitch, quality, force. Analysis of various type-selections. Discussion of methods to be used in the teaching of reading.

2 hours a week for one semester.

TEXT.—Grammar, State series.
Clark: How to teach reading.
Kimball: The English sentence.

* * * *

LITERATURE.

This course is intended to give a general survey of the development of English Literature. Lectures will be accompanied by class study of typical masterpieces. While the emphasis will fall upon the far separated Anglo-Saxon and Victorian days, the work will be so planned that the student should secure the following results; (1) A knolwedge and appreciation of the national tendencies and ideals which have persisted in English literature; (2) an acquaintance with the great periods in the evolution of our literature, and a study of the reason why certain literary species—epic, drama, fiction, criticism, etc.,—have appeared or culminated in certain epochs; (3) above all, a feeling for the nature and worth of literature itself.

5 hours a week for one semester

CONTEMPORARY HISTORY.

* * * *

This is an advanced course occupying one semester. The aim is to trace the social, political, and economic development of Europe and America from the Revolutionary War and the French Revolution to the present time. The modernizing of Europe, through the agency of the French Revolution and the Napoleonic epoch, is first considered somewhat in detail. The reaction following the Congress of Vienna, the aims of the movement directed by the "Holy Alliance" and its effects on Europe and America next receive attention. The "Industrial Revolution" and the struggle for constitutional governments are then taken up, leading to a contemplation of the "Era of Reform" in England, the evolution of representative government on the continent of Europe, and the independence of the Spanish American colonies. Finally, a superficial study is made of contemporary civilization, involving such topics as (1) The present political situation in Europe. (2) Economic tendences. (3) Social readjustments.

3 hours a week for one semester.

MATHEMATICS.

Arithmetic. This course is designed to include preparation from the method side as well as a careful review of the more difficult parts, with the aim of bringing out the simplicity and unity of the subject. Following as it does the courses in Algebra and Geometry, it is aimed to give a more comprehensive view of the subject than would be possible without such preparation. The first part of the course is devoted to Primary Number Work, and the remainder of the term to Advanced Arithmetic.

- (a) Primary Number Work. This part of the course begins with a series of lectures and illustrative lessons on number work for the third and fourth years of the elementary schools, embracing the forty-five combinations and their application to addition and subtraction; development of the multiplication-division table, and its application to multiplication and division; notation and numeration; a few of the simpler tables of weights and measures considered concretely, together with examples in reduction, addition, subtraction, multiplication, and division involving these tables; the development of the fraction, including the decimal to hundredths, accompanied by many very simple examples illustrative of the principles that underly nearly all the operations in common and decimal fractions.
- (b) Advanced Arithmetic. The immediate purpose of this part of the course is threefold, viz., to review and strengthen previous knowledge, to acquire accuracy of computation, and to lead the student to comprehend the true philosophy of arithmetic by a thorough comprehension of its basic principles and the consequent discovery of identities. It too often happens that the work of students in arithmetic is a mere "juggling with numbers" to secure the "answer," and to avoid this great care is exercised by the department to present the subject in as realistic and tangible a form as possible, so that the student may acquire the habit of forming clear and distinct mental pictures of conditions as they exist. Special emphasis is placed upon the importance of thoroughness and accuracy in the fundamental operations.

4 hours a week for one semester. Text.—New State Arithmetic, supplemented by work from reference books.

* * * * PHYSICAL GEOGRAPHY.

This course consists of lectures upon astronomy, study of various kinds and origins of rocks found on the earth's surface, and the development of laws which govern the formations of the various types of physical forms. The idea of the course is to give the student a fundamental knowledge of facts necessary for the teaching of geography.

3 hours a week for one semester.

BIOLOGY.

This course will consist of lectures and demonstrations on the fundamental structures and functions of animal and plant forms. The correlation of the natural laws that are involved in the different functions will be particularly dwelt upon. The intent of the course will be to give those things necessary for the successful teaching of Nature Study.

3 hours a week for one semester.

PHYSIOLOGY.

This course consists of a study of the gross anatomy of the human body and of a series of experiments on the functions of the various organs of the body, supplemented by lectures and assigned reading of the standard authors.

5 hours a week for one semester.

DRAWING.

I. Freehand constructive drawing from type forms.

Freehand perspective in pencil from type forms, still-life and nature.

Pencil sketching and water-color from still-life, flowers, fruits, and landscapes from memory.

Home work. Raffia weaving and whittling course suitable for country schools.

5 hours a week for one semester.

II. Pencil and color work from flowers and still-life groups; design; composition; charcoal from cast and from life.

2 hours a week for one semester.

WOODWORK.

(a) **Mechanical Drawing.** This course is adapted to beginners in the subject and is related to the woodwork. Both copies and original drawings for many different sloyd models are made, such as hammer handle, coat hanger, corner bracket, book rack, towel roller, knife box, etc., etc.

One fine mechanical design is made—a surface covering. Both mechanical and free-hand lettering are taught. (b) Bench Work. Students first make simple articles, such as they have already made drawings for, to learn the use of the common tools. After this different kinds of elementary joinery are taught. The student is allowed a choice in the making of different things (such as tables, book shelves, chests, chairs, etc.), provided he advance constantly to more and more difficult work, and to work that requires the use of different tools. Good constructive design and accurate workmanship are constantly kept in mind. The work is such as might be undertaken in the grammar grades or in the first year of the high school.

3 hours a week for one semester.

MUSIC.

I. Elementary theory.

Pitch of sound.

Length or duration of sounds.

Intervals.

Major scales.

Rhythm and meter.

Sight-singing.

Ear-training.

3 hours a week for one semester.

II. Elementary theory.

Review of first term.

Sight-singing continued.

Ear-training.

Minor scales.

Synopsis of harmony.

History.

3 hours a week for one semester.

* * * * PHYSICAL EDUCATION.

The courses in Physical Education are based upon the Swedish system, although methods and exercises are freely introduced from any system, as conditions demand. The young women are examined by a special woman physician and are required to take the gymnastic exercises unless excused by this physician. A careful record of the physical condition, measurements, and personal history of each student is kept, which makes it possible to direct more successfully the activities of the individual. Any student showing marked defects of posture or carriage is given private corrective work.

The regular drill consists of formal exercises in which the corrective, educational, and hygienic motives are combined. The apparatus work is so modified as to be only a rational part of the general scheme. Club swinging is given in the advanced classes.

Rhythmic gymnastics, together with folk games, are extensively used, since they aid so materially in the gaining of greater poise and a more graceful carriage among girls. Much time is devoted to organized games, which tend to develop alertness and a spirit of comradship. An attempt is made to arouse a spirit of genuine enthusiasm for games, both for the benefit of the students themselves and as a preparatory step towards the later teaching of games in the elementary schools. Informal talks on hygiene are given according to the special needs of the various classes.

Gymnasium suits are uniform in cut and color, hence students are advised not to have suits made before seeing the Instructor of the department.

PHYSICAL EDUCATION III.

(a) Plays and games. This course deals with organized plays and games as related to the grammar school curriculum. The chief points considered are, the theory of the educational significance of play; the history of the Playground Movement in the United States; methods of presenting organized games; and the study and class demonstration of typical games.

(b) Emergencies, and training in reading the "Health Index" of

children.

THE HOUSEHOLD ARTS.

The course is planned to train the student along the lines of home making, with special reference to her needs as a teacher.

Dietetics. This part of the course treats of the waste and repair of the body, the proportion and kinds of food required, and the composition of various typical foods.

Theory and Practice of Cooking. General principles controlling the preparation of food for adults and children are learned through practical work in the kitchen. Instruction is given in dish washing, the care of stoves, marketing, and serving, in conjunction with the specific cooking of:

eggs cereals vegetables salads soups meats warmed-over dishes fish . breads deserts beverages fruits

PHYSICAL EDUCATION.

The cost of each dish prepared is estimated by students. Menus, emergency, and school luncheons are discussed.

The economical purchase and preservation of food is considered.

Emphasis is placed upon cleanliness in all matters pertaining to the household.

Sewing. The purpose of the sewing course is to enable the student to make undergarments, aprons, plain shirt waists, dress skirts, and children's clothes. Machines are used in connection with handwork.

Talks are given on public-school sewing, on economic buying, on useful and suitable clothing, on beauty and good taste.

Such details in millinery are taken up as will help students to make their own hats with the least expenditure of time and money, and to select pleasing designs and materials suitable for the occasion and the individual.

> Cooking, 5 hours a week for one semester. Sewing, 3 hours a week for one semester.

GERMAN.

I and II. The purpose of this course is to enable the student to read easy German prose and verse; to translate simple English sentences and idiomatic German; and to gain an accurate knowledge of the important essentials of German grammar, including the inflection of substantives, adjectives, and the conjugation of weak verbs and the more usual strong verbs, the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the essentials of syntax and word order.

5 hours a week for one year.

III and IV will be announced later.

FRENCH.

I and II. The purpose of this course is to enable the student to obtain a sufficient knowledge of the French grammar and the vocabulary accompanying it, to enable one to read simple French and to translate English sentences into idiomatic French. Drill will also be given in dictation and a fair conversational knowledge of the language will be acquired.

5 hours a week for one year.

III and IV will be announced later.



BRIEF DESCRIPTION OF GRADUATE COURSES.

DRAWING.

This course consists of:

(1) Advanced problems in perspective; (2) short course in mechanical drawing; (3) color sketching, still-life, flowers, and landscape work, pencil sketching from still-life; (4) charcoal from cast and life; (5) conventional design and composition; (6) clay modeling from cast; (7) history of architecture, painting, and sculpture.

15 hours a week for one year.

WOODWORK.

Prerequisite: The undergraduate courses in drawing and woodwork described in the foregoing pages, or their equivalent.

The graduate course in woodwork consists of advanced mechanical drawing and benchwork, including joinery—the application of the dowel, half-lap, dove-tail, and other points to furniture and other articles of household use. Incidentally a study of woods is made, as to their growth, milling, and suitability for different constructive uses.

Students taking this course are required to teach woodwork to the grammar-grade boys in the training school two hours a week for twelve weeks.

15 hours a week for one year.

THE HOUSEHOLD ARTS.

The graduate course in the Household Arts consists of lectures, laboratory work, essays, and collateral reading.

The following general topics are covered: the composition and nutritive value of foods; recent investigations in food chemistry and human nutrition; fundamental principles and processes of cookery, comparative study of cooking apparatus and fuels; plans and equipment of school

kitchens; production and manufacture of foods; food legislation. It is designed to give the student a thorough knowledge of the theory and practice of cookery and to aid her in arranging subject-matter for teaching. Special attention is given to scientific methods of work and to the adaptation of such methods to the school.

The course in sewing is given with direct bearing on its application to school work. Garments are made; teaching and supervising are discussed; textiles and processes of manufacture with the evolution of dress are studied.

15 hours a week for one year.

ACADEMIC-PREPARATORY COURSE.

9 B. English	5 5 5 5 3	9 A. English Algebra Botany Ancient History Physical Education	5 5 5 5 2
10 B. English Geometry Mediæval and Modern His-	5 5	10 A. English	5 5
tory	5 5 2	tory	5 5 2
English History Physics Latin	5 5 5	English History Physics Latin	5 5 5
French electives	5	French German Physical Education	5
12 B. English	5 5 5 5	12 A. English	5 5 5
French German Art electives	5	French German Art Physical Education	5

Twenty minutes' chorus practice daily throughout the course.

Students who have finished the grammar grade courses or their equivalent will be admitted on the recommendation of their teachers.

Candidates for admission must present one or two letters of recommendation from responsible people—former teachers, where possible.

BRIEF DESCRIPTION OF ACADEMIC COURSES.

ENGLISH.

Throughout the course written work will be required. Such text-books in Composition or Rhetoric as may be needed will be employed, but much of the theme work will be independent of these. The general fields of this work, progressing from First to Fourth years, will be narrative, descriptive, expository, argumentative, and critical.

First Year. Oral and written expression.

9 B. Bulfinch's Mythology. Palmer's translation of Homer's Odyssey. Bayley's Poetry of the People.

9 A. Scott's Lady of the Lake. Scott's Ivanhoe

Second Year

- 10 B. Several of Shakespere's plays, beginning with Merchant of Venice and Julius Caesar.
- 10 A. The Technique of Reading, accompanied by the reading, memorizing, and study of selections, and by the oral presentation of original or acquired matter.

Third Year.

11 B. Tennyson's Idylls of the King. Lowell's Vision of Sir Launfal. Prose Essays by various authors.

11 A. Macaulay's Life of Addison. Milton's shorter poems, including Comus. Thackeray's Newcomes or George Eliot's Romola.

Fourth Year.

- 12 B. Arguments and Orations, with constant practice in short speeches, developing one or two points fully. Two carefully prepared arguments must be presented.
- 12 A. The History of English Literature, approached chiefly through the study of poetry, beginning with Chaucer's *Prologue* and ending with the Victorian poets.

HISTORY.

Ancient History. A year's course beginning with a brief account of the Oriental peoples who contributed directly to European civilization, followed by a more intensive study of Greek and Roman history, and closing with a study of the early middle age to the death of Charlemagne. The course is necessarily extensive rather than intensive, dealing with the larger phases of the progress of civilization. The purposes are: (1) To enable young people to build up a coherent mental picture of successive epochs and nations that compose the historical perspective from prehistoric times to the close of the Carolingian age; (2) To cause students to perceive some of the fundamental laws and principles that seem to condition all social and political development; (3) To develop the historical sense—the power to see with the mind's eye, to imagine, to reconstruct; (4) To induce students to love history for its own sake—to appreciate the romance, the heroism, the succession of dramatic pictures, that the unfolding ages diclose.

The course affords adequate preparation for the study of Mediæval and Modern history or of English history. Illustrative material in abundance is available, and frequent references are made to secondary authors and original sources; but not much in the way of so-called "research" work is attempted.

Mediaeval and Modern History. This course extends throughout the school year and takes up the history of Europe at the close of the Carolingian era and carries it down to the present. An effort is made to discover and to trace the development of the various forces which the "ancient world had brought together and which had been partially fused" during the period from the fall of Rome to the breaking up of the empire of Charlemagne. The interaction of these forces resulted in the rise of nations. This fact is constantly kept in mind, and thus much of the otherwise rather confused history of the middle age is clarified and made intelligible to secondary students. The development of England, France, and Spain as homogeneous nations, therefore, receives a much larger share of time and attention than the complicated and perplexing history of the relations of "The Empire and Papacy." Such topics as the Crusades, the Church, Feudalism, Scholasticism, the Rise of Towns, the Renaissance, are treated separately as movements or institutions affecting the whole of Europe. The course covers eleven centuries, but proportionately much more time is given to recent modern history than to the middle age, as many recitations being allotted to the last two hundred years as to the previous nine hundred. The class work is conducted on the topical plan, and consists largely of assigned readings and oral discussions of topics.

English History. A comprehensive survey of the development of the English nation from the earliest time to the present, extending throughout the school year. Events to the time of Egbert are passed over rapidly; but emphasis is given to Anglo-Saxon customs and institutions. Since this course, or its equivalent, is prerequisite to the study of American history, special attention is given to the origin and application of the principles of civil rights and representation which have become fundamental to the government of the United States. In connection with this course such special topics are considered as will exhibit the relation of English history to important European movements, e. g., development of the Christian Church, the Crusades, Feudalism and Chivalry, the Renaissance, the Reformation, the French Revolution. Though the romance and the influences of war and the value of biography are fully recognized, still throughout the course consideration is given chiefly to social, industrial, and political development. The class work consists of research in the library, with notes on readings, oral discussion, and written reviews.

American History and Civics. The purpose of this course is to secure tolerably full and accurate knowledge of the history of the discovery and colonization of the American continents; the development of the English colonies and the United States of America, considered under the following heads: (1) Geographical knowledge before 1492. (2) Conditions that led to the discovery of America. (3) Explorations in the New World. (4) Colonization. (5) Strife between French and English. (6) England's colonial policy. (7) The struggle for independence. (8) The "Critical Period." (9) The making of the Constitution. (10) Federal supremacy—the founding of nationalism. (11) Republican supremacy—sovereignty of the people. (12) "Era of good feeling"-rise of new issues. (13) National Democracy-tariff, internal improvements, industrial revolution. (14) The Jacksonian epochstate's rights, national finances, territorial expansion. (15) Slavery and the Civil War. (16) Reconstruction. (17) Industrial development immigration, currency, tariff, trusts and trade unions. (18) Reunion and expansion. The course extends through forty weeks and consists of research, oral and written reports, and class discussion.

MATHEMATICS.

Algebra. In scope, this course includes all the subjects in algebra that are essential to a thorough understanding of higher arithmetic, elementary geometry, and the elements of physics. Special emphasis is placed upon the fundamental operations; the laws of brackets; the

various methods of factoring, including the use of the factor law; the application of factoring to the solution of equations that can be readily resolved into linear factors; common divisors and multiples; binomial theorem for integral exponents; the combining and simplifying of fractions; formation and solutions of simple equations with one or more unknown quantities; the theory of exponents, integral and fractional, positive and negative; the calculus of radicals; quadratic equations, both single and simultaneous; the various methods of solving quadratic equations; the solution of all equations that are reducible to the quadratic form; the nature of the roots of the general quadratic equation and the formation of equations from given roots.

The subject-matter is treated as simply as is compatible with mathematical rigor, consequently it may be mastered by any ordinarily intelligent student with a fair knowledge of grammar school arithmetic. The fundamental ideas and principles are first developed inductively, then the principles are formulated into simple and concise statements, after which the rigorous proof is given. Throughout his course the student is required to acquire facility and accuracy in the manipulation of algebraic expressions as well as to understand the meaning of the various operations he is called upon to perform. He is required to solve, independently, many moderately difficult problems involving both numerical and literal quantities.

Text.-Stone-Millis: Essentials of Algebra-Brief Course.

Geometry. Some of the most important objects aimed at are to develop the power of clear, concise, and logical reasoning, to cultivate the power of earnest, original investigation, and to incite and stimulate the spirit of inquiry into mathematical truth. To secure these results the student is required:

- (a) To know thoroughly the definitions, axioms, and postulates, and to state them accurately in his own language or in the language of the text.
- (b) To be able to prove every reference cited, going back step by step until the final proof rests upon the primary definitions, postulates, and axioms, both in proving theorems and in solving problems.
- (c) To be able to apply the principles of geometry to practical and numerical examples, to construct his own diagrams readily with ruler and compass, and to give independent solutions, constructions, and demonstrations to a great many original exercises.

To accomplish the above results with the least expenditure of time and energy, the student is expected, before reading the solution or proof given in the text-books, to try to find one for himself, making use of the author's diagram if necessary, and if he succeed, his solution is made the basis of class discussion, in which the superior methods of attack are critically compared. Beside the regular daily class work, many oral and written reviews are held, thereby strengthening the previous work.

TEXT.—Beman and Smith: New Plane Geometry.

PHYSICAL SCIENCES.

Chemistry. The first semester is devoted to a study of general inorganic chemistry. In the second semester, the work is extended to cover the principles of organic chemistry and the applications of chemistry to agriculture and domestic life. The laboratory work in agricultural chemistry is based upon Snyder's Chemistry of Plant and Animal Life. It includes tests for the constituents and properties of farm produce, fertilizers, soils, dairy products, and food materials. The experiments are so arranged as to give a scientific acquaintance with substances commonly met with upon the farm and in the home.

The work upon food materials is fundamental to the course in cooking offered in the senior year of the professional course.

A study of the soil-producing and metal-bearing minerals is illustrated by a collection of minerals and rocks.

An aim throughout the course is to supply pupils with a fund of organized knowledge of familiar things which can be drawn upon in their subsequent teachings of nature study in the elementary grades.

TEXT.-Newell's Descriptive Chemistry.

Physics. Class-room instruction is given three days in the week upon the following topics: mechanics, sound, light, heat, magnetism, and electricity. The other two days are spent in the laboratory upon experiments illustrating the work of the classroom. Much of the laboratory work is quantitative, but time is not sacrificed in securing refined accuracy of the trained scientist. The underlying principles are rather emphasized as being of more value to the student.

Problems are employed only in so far as they are necessary to illustrate and enforce principles, not as an end in themselves.

The object of the course is to stimulate and satisfy as far as possible the desire that every normal mind should possess to know the laws of nature, and the application of these laws to mechanical appliances useful to mankind. It is the aim to present the subject in such a way that the students, should they become teachers, may be able to adapt the material to the needs of children in order that nature study may be enriched by bringing to it much from the realm of natural science.

TEXTS.-Millikan and Gale's Physics.

BIOLOGICAL SCIENCES.

Botany. An elementary course in botany is offered, consisting of a study of the various types of plants. The Full Term will be devoted particularly to the relationship between physiography and botany of seedbearing plants. In this term soil-formation by erosion, weathering, etc., are observed through experiments; also climatology is studied in various phases. This develops the conditions necessary for plant growth. The functions of the parts are then studies with reference to physical and chemical principles involved. The Spring Term will be devoted to familiarization with the characters of various flowering plants and the gathering of a small herbarium. The ecology of some of the plants is taken up with especial reference to those grown in California. Finally, a brief study will be made of the various types of non-flowering plants. The course will serve as a foundation for the teaching of agriculture and nature study in the grades.

Zoology. This course is based on the laboratory study of types of the great groups of animals. The Fall Term will be used in the study of Invertebrates; the Spring Term, in the study of Vertebrates. The habits and physiology of the various animals will receive much attention, in order that this course may form the basis of the future work in Physiology.

No text is used, but constant reference is made to the standard works on zoology.

LATIN.

The course in Latin extends over a period of two years—five recitations per week—and is given in the third and fourth years of the preparatory course. It covers the work necessary to meet the minimum requirements for admission to the leading universities, viz.: The mastery of inflections and of the simpler principles of syntax, the acquisition of a working vocabulary, and the ability to understand either at sight or at hearing simple prose narrative. The first four books of Cæsar are read, a limited amount of training in translation at sight is given, and somewhat more than one fifth of the entire time allotted is devoted to practice in Latin composition. No beginning class will be organized unless at least five students register.

PHYSICAL EDUCATION.

The general notes regarding Physical Education apply also to the preparatory courses. During the entire four years two hours a week are given to physical work. Occasional lectures deal with simple phases of personal hygiene, much stress being placed upon the acquiring of good habits of personal care.

Little apparatus is used, the whole aim being to develop in the individual physical poise and buoyancy by means of class drill, æsthetic gymnastics, and games.

ART.

This course includes talks on the history of Art, study of historical ornament, instruction in various phases of drawing through the medium of pencil, charcoal, water color, and colored crayons.

Special attention is given to the development of the principles of design as the undelying element of art. In addition to original work by students, copies of craftwork, prints, and other materials are used as standards and as confirmation of the principles presented.

PHYSICAL EDUCATION.

OUTLINE OF THE COURSE OF STUDY IN THE TRAINING SCHOOL.

FOREWORD.

The Training School consists of the regular eight public school grades, wherein the usual elementary branches are taught by approved modern methods.

All teaching in the Training School is closely supervised by members of the Normal School faculty. Practice teachers are regularly observed and are called into both class and individual conferences with a view to giving them professional help and instruction in the application if their methods.

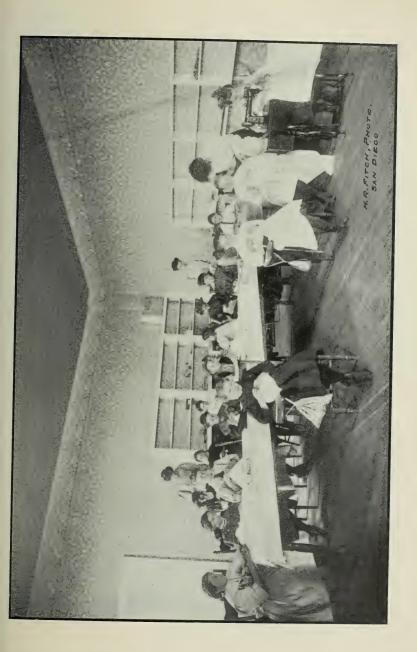
The classes in the Training School are small, admitting of much individual instruction. Those pupils who, by reason of some defect, weakness, or other peculiar condition, need special attention, are given such attention, at the same time carrying the regular work of the grade.

To maintain normal, progressive, physical develpment, the health of the child, his growth, and the condition of his sense organs, especially the eye and ear, are closely watched. The daily program offers numerous periods for rest, games, and athletics as further provision for this development, all of which, owing to the climatic environment, are of the outdoor type throughout the year.

The outline of studies, which follows, is arranged for the purpose of indicating the more important working units in the various branches as they are developed in each grade. While no attempt has been made to present a completely arranged course of study, it is believed this outline will be found workable, giving due recognition to such phases of correlation as, the past with the present, the school with life, and subject with subject, and being in harmony with much of the best educational practice. As the subjects are presented certain aims are to be noted: (1) Arithmetic is taught, not primarily as a mental discipline, but to enable the child to solve the ordinary, rather than the technical, problems which confront him in actual life, and to do so with efficiency and dispatch. This makes the mastery of all the fundamental combinations, tables, and processes most essential, in view of which sufficient drill work is insisted upon to make them permanent. (2) Formal language work is based on the idea that the mastery of the art of right

usage is the fundamental aim, and that the science of its technical relationship has a limited place in the elementary school. Attention is centered on developing ability to speak, read, and write the language freely, clearly, concisely and correctly. For this the child is given frequent opportunity and constant encouragement to express his thoughts, orally at first, and afterwards in written form, when the mechanical side of writing shall have become a less conscious process. From this standpoint, all the subjects of study become tributary to language work through the abundance of rich thought content which they have to offer: history and literature particularly so through the attention they give to reproduction on the part of the child. (3) Literature covers a wide range of stories and readings from excellent sources that are believed to be within the grasp of the child's interest and appreciation. The setting of the story, the "painting" of the picture from the printed page, the spirit, the joy, the getting of the author's thought and purpose, rather than technical considerations, are aims to be emphasized. (4) History is taken up in the first year and continues throughout the elementary grades. Conditions and activities that have marked the progress of civilizations, especially as regards the social life of man, are first noted in a study of simpler society, that of primitive peoples. The work centers about the evolution of the more fundamental economics and industrial activities and the gradual development of other interests from these. This is followed, in the immediate grades, by a study of typical early historical peoples, and a study of some of the peoples and noteworthy historical movements of mediæval Europe down through modern European history; and through English history to the discovery and early settlement of America. Formal United States history occupies the seventh and eighth grades. In all the grades, appropriately selected interpretative material (folklore, myths, literature, the fine arts) is introduced, the purpose being to place before the child the spiritual, idealistic side of man's development as seen in his attempt to interpret himself and his environments. The method of study includes correlations with geography and nature study, with literature, and with the manual arts, where opportunities for such correlation occur; and dramatization, wherein the child lives the experiences of the past through vivid portrayal. (5) Geography deals particularly with the relationship of man to geographic environment, and, in a correlative way, to social environment. Life responses to geographic conditions, life activities of races and peoples from the view-point of geographic regions rather than political divisions rightfully claim much attention in the study of geography. Therefore, all those phases of the earth's topography and physical conditions bearing directly on the above are clearly pointed out and their significance is carefully discussed. Parallel with this, and in recognition

of the world-wide reach of commercial enterprise, considerable attention is given to the mastery of all locational features that have assumed more than national importance, the device used being largely that of map-sketching. Beginning with home geography in the third grade. the work of the fourth grade reaches out to a study of the larger facts rather than a detailed study of the United States. The study of the southern continents, the oceanic islands, and Eurasia occupy the fifth and sixth grades. North America and a thorough regional study of the United States are assigned to the seventh grades, stress being laid on the interrelation of physical conditions and industries. The eighth grade work centers about a study of world regions (as represented by the different countries) viewed from their industrial and commercial relationship, with special reference to the comparative importance of our own country. (6) Nature Study from the standpoint of economic values aims to develop the knowledge and ability to control nature, making it subserve the needs of man; from the standpoint of æsthetic values it should cultivate and develop an appreciation of nature beauty in all its forms, leading the child to love nature. In addition to these, moral and spiritual values are inherent in nature study, though as an aim they are entirely incidental and tend to take care of themselves. Through much usable knowledge of practical importance, through the appreciation of the utilitarian value of plant life and animal life, and through the æsthetic values that may be gained from the work, the child will grow naturally into a sympathetic attitude toward nature; he will come to realize "that unnecessary and wanton injury or destruction of either plans or animals is uneconomical, positively injurious to society, and reacts detrimentally upon the character of the offender." The importance of relating the work to the child's immediate environment is kept distinctly in mind in the selection of material; and in the organization of this material, both biological and physical phases receive attention, each of which is developed as it relates itself to life needs. Considerable emphasis is given in the eighth grade to a comparatively thorough study of human physiology and the hygiene related thereto. (7) Music in the elementary grades is largely devoted to songs—songs full of rhythm, melody, and spontaneity. The basic idea is that music, to be an element of real value, must be dealt with from the emotional or artistic side, that thus it must cultivate love and enjoyment of good music and develop in a gradual way good musical taste and judgment. Therefore, care is given to the selection and gradation of music. The text of songs must represent standard literary value, the music of songs must possess recognized excellence, and each must be found within the child's range of appreciation. While the technique of music is of secondary importance it is not, however, neglected. In handling this phase of the work an attempt is made to



present in as simple and fascinating a manner as possible the underlying reasons or rules governing the songs which the children have learned to love, and to afford sufficient drill thereon to enable pupils to reach a fair degree of proficiency in formal sight reading. Careful attention is given to ear-training with a view to sharpening tone percention and establishing tone relationship; and to voice culture with a view to preserving and cultivating the pure, light, unconscious tone belonging to childhood. To serve as an inspiration to freer and better interpretation, appropriate studies of the lives of some of the masters of music are provided in the higher grades. (8) The Manual Arts include three groups of activities. involving the manipulation of materials. To be able to know the good in art, and to appreciate and love it are the important factors throughout the drawing work. Decorative design, illustration of stories and poems. landscapes, and life forms in nature are some of the motives furnished; the responses to which are of the free-expression type. In fact, selfexpression characterizes all the drawing work of the training school save in the mechanical drawings of designs and plans. Studies of masterpieces in painting and sculpture particularly, and, to a less extent, in architecture are given due emphasis. In manual training, adult standards may be too easily forced upon the child, whereas accomplishment may better be measured in terms of his growth. Motive, freedom of expression, growth in ability to see and appreciate and express details in their true relationship, are the more important ideas. Therefore, after a brief introduction to the fundamental processes, in prescribed manner, it is believed that these same processes will function more thoroughly and permanently through granting the child a liberal selection of articles to construct. In the household arts each phase of the work is studied in its relation to present day social needs, an understanding of the meaning and significance of each phase being emphasized along with the development of reasonable technical skill. Sources of material, commercial processes, economic values, cultivation of taste and good judgment, selfhelpfulness, and the economics of buying are aims upon which much stress is laid in this field of study. In all of the three divisions above the thought side is an element of great, if not paramount, importance; and, in order that a mere making of things may not become the sole end in view, a due proportion of time is given to the consideration of thought values

ARITHMETIC.

GRADE I.

No special periods for number work are assigned in this grade nor in the first half of the second grade. Experience with quantitative relationship of things and crude relations of size are gained incidentally through story work and constructive work.

GRADE II.

Beginning in second half of this year, counting by *ones* to 120; counting by *tens* to 120. Value and representation of numbers to 1000. Introduction of first group of combinations.

GRADE III.

Review and continue work of second grade. Writing of numbers to a million. Mastery of the forty-five combinations in addition and in multiplication. Drill in addition of columns. Exercises and drills involving principles in addition and subtraction. Subtraction completed. Multiplication, using one figure as a multiplier.

GRADE IV.

Review and continue work of third grade. Multiplication completed. Short and long division completed. Application of principles in multiplication and division. Illustrated fraction work.

GRADE V.

Rapid review of the forty-five combinations and their application to simple arithmetical problems. Review of multiplication and division and their application to concrete arithmetical problems. These are to be formulated by the teacher, and may be supplemented by an intelligent treatment of the work outlined on pages 23 and 24 of Advanced State Text.

Decimal fractions and miscellaneous examples following. Common fractions as indicated in Chapter IV. As much of least common multiple and greatest common divisor as may be necessary in the treatment of common fractions.

GRADE VI.

Continue review work in the forty-five combinations and their application, also simple concrete problems involving addition, subtraction, multiplication, and division of simple and fractional numbers. This review work to parallel the advance work. Frequent exercises in rapid addition of columns of numbers.

Powers and roots as on pages 79-94. Ratio and miscellaneous examples, Chapter III. Denominate numbers, Chapter V, omitting Dry Measure and all metric measures, except length and weight.

GRADE VII.

Continue frequent review exercises as in preceding grade. Aliquot parts, Chapter VI. Review and enlarge Chapter IV, common fractions. Percentage and its application, omitting Bank discount, Chapter VII. Stocks and bonds, Chapter VIII, omitted entirely.

GRADE VIII.

Continue frequent review exercises as in preceding grades. Literal numbers, Chapter IX. Involution and Evolution, Chapter X. Review and enlarge Chapter III, Ratio. Proportion, Chapter XI. Measurements and constructions, Chapter XII.

FORMAL LANGUAGE WORK.

GRADE I.

Reading. Ward Primer, revised edition, and half of Ward First Reader, revised edition. Systematic phonetic work. Primer of Art Literature series. State Series Primer. State Series First Reader.

Penmanship. Board work entirely. Practice in free arm movement exercises, including the principles used in small and capital letters; practice in making the small letters of the alphabet working towards principles, form, and proportion; practice in writing words as new letters are introduced.

Spelling. Writing and combining of phonograms as soon as presented in reading. Sight words by visualization. Names of letters. Oral and written spelling (second half year) of words selected from reading.

Language. Conversations upon games, flowers, fruit, clothing, animals, etc. Oral reproduction of fables. Picture study for oral expression. Use of capital, period, question mark. Drill upon correct use of is, are, get, see, seen, saw, etc., through informal games and exercises.

GRADE II.

Reading. Ward First Reader, revised edition, completed. Ward Second Reader completed. Phonetic work continued. Holbrook, *The Book of Nature Myths*. State Series Second Reader.

Penmanship. Continue as in first grade and add free arm movement exercises on paper. Practice in making capital letters. Attention to writing of spelling words.

Spelling. Syllabication introduced. Six words daily in first half year; eight words daily in second half year. Frequent oral and written reviews. Spelling words selected from reading, and all content work—history, literature, etc.

Language. Conversations continued. Imaginative stories from pictures. Further use of capital; days of week, months of year, names of holidays, writing dates, etc. Drill for correctness of misused English.

GRADE III.

Reading. Ward Third Reader. Ward Fourth Reader. Stepping Stones to Literature—Third book. State Series Third Reader.

Penmanship. Continue free arm movement exercises on paper. State Series Copy Book No. 2. Attention to writing in spelling work.

Spelling. Ten words daily. Oral and written reviews. Words selected as in second grade.

Language. Lessons outlined with children in preparation for reproduction. Oral interpretation of pictures to express the thought of the artist. Continue mechanical work on use of capital, period, comma. Exercises to bring out variety of expression, and to correct generally misused English.

GRADE IV.

Reading. Cook, Achilles and Hector. Radford, King Arthur and His Knights. Stepping Stones to Literature—Fourth book. State Series Fourth Reader (parts).

Penmanship. Continue free arm movement exercises on paper. State Series Copy Book No. 3. Attention to writing in spelling work.

Spelling. As in third grade.

Language. Lessons about pets, journeys, etc. Oral reproduction of the best stories, trying to improve on them by shortening or lengthening. Picture study, an attempt being made to get a higher interpretation than in earlier grades. Continue mechanical work and enlarge with exercises to induce children to begin use of relative pronouns. Continue drills to correct English generally misused.

GRADE V.

Reading. In this grade and following grades reading is combined with literature.

Penmanship. State Series Copy Book No. 4. Also selected models.

Spelling. Words selected from all subjects. Homonyms. Attention to prefixes and suffixes. A lesson is given once a week in connection with each subject.

Grammar and Composition. Dictation, transcription, and memorizing of poetry and prose, selected for literary and ethical value. Capitalization, abbreviations, quotations, punctuation. Oral and written reproduction, picture study, letters. Practice in sentence and paragraph structure, combining and enlarging sentences. Kinds of sentences, declarative and interrogative. Subject and predicate. Nouns, common and proper, singular and plural, and possessive forms. Verbs, contractions, correct use of have and has, may and can, lie and lay, etc.

GRADE VI.

Reading. See fifth grade.

Penmanship. State Series Copy Book No. 5. Also selected models.

Spelling. As in fifth grade, with some attention to derivation of words and use of dictionary.

Grammar and Composition. Dictation and transcription of material for memorizing. State Series English Lessons, Book II, Part I, omitting lessons 10, 15, and 17. Composition based on *Composition*, Part I, page 223.

GRADE VII.

Reading. See fifth grade.

Penmanship. In this and the following grade no special periods for formal penmanship are assigned.

Spelling. As in preceding grades.

Grammar and Composition. Dictation, transcription, and memorizing as in preceding grades. State Series English Lessons, Book II, Part II, Lessons 33, 36, 37, 38, 39, 40, 43, 47, and 48 to follow the completion of the other lessons, but may be omitted if class is not mature enough.

GRADE VIII.

Reading. See fifth grade.

Penmanship. See seventh grade.

Spelling. As in preceding grades.

Grammar and Composition. Dictation, transcription, memorizing continued. State Series English Lessons, Book II, Part III, omissions in this grade being based on those of preceding grades. Composition from Part III, page 308. Some imaginative writing and original outlines.

HISTORY AND LITERATURE.

GRADE I.

History. Stories of primitive civilization, presented orally by teacher; reproduction by pupils orally, by pictures, by clay-modeling, and by simple dramas. Stories of Tree-Dwellers, Cave-Men, Early Aryans, Egyptians, Eskimos, Indians, etc. Appropriate interpretative materials, such as myths, legends, ballads, folklore, etc.

Literature. The following stories are read to the class to encourage love of story and develop oral expression through simple reproduction: The Three Bears; Cinderella; Jack and the Bean Stalk; Little Tuppen; The Three Goats Named Bruse; The Three Pigs; Drakesbill and His Friends; The Elves and the Shoemaker; The Lion and the Mouse; The Fox and the Crow; The Wind and the Sun; Reynard the Fox, The Story of Agoonack; Bow-wow and mew-mew; Letter from a Cat; Stories from In Mythland, Vol. I; Selections from New Year's Bargain. Selections for memorizing as follows: One, Two, Three; Whenever a Child is Born; The Baby; One Mother; My Shadow; Sweet and Low; The Ferry for Shadow-town; The Dandelion; The Little Plant; Which Loved Mother Best?

GRADE II.

History. Culture stories of primitive civilization, presented as in preceding grade. Lake-Dwellers, Tent-Dwellers, Stories of early Persians, Greeks, Phœnicians, Native Africanders, Vikings, Indians. Reproduction as in preceding grade.

Literature. Stories read to class, method as in preceding grade: The Ugly Duckling; The Fisherman and His Wife; The Frog Prince; The Five Peas; Hans and the Four Big Giants; Beta and the Lame Giant; Prince Harweda; The Loving Cup; Little Blessed Eyes; The Fair White City; Beautiful Joe; Adventures of a Brownie; Dick Whittington; Stories from In Mythland, Vol. II. Selections for memorizing: Good Night and Good Morning; Dandelion Fashions; Bed in Summer; The Night Wind; Wynken, Blynken, and Nod; Autumn Leaves; Tennyson's Morning Song; Seven Times One; selections from Hiawatha.

GRADE III.

History. Stories of developing civilization such as are found in the first three chapters of True's *The Iron Star;* stories of early Greeks and Romans, with appropriate myths and legends; stories of American aborigines and tales of the discovery and settlement of America. Stories presented orally with reproduction as in preceding grades.

Literature. Stories read to class, method as in preceding grades: Selections from Arabian Knights; Cooke, Story of Ulysses; stories from Hawthorne's Wonder Book; Black Beauty; Alice in Wonderland; The Little Lame Prince; Stockton, Fanciful Tales. Selections for memorizing: Psalm I; Our Flag; Little Brown Hands; October's Party; Cheerfulness; Discontent; Don't Give Up; Drive the Nail Aright; The Brown Thrush; The Children's Hour; The Wounded Curlew.

GRADE IV.

History. Continue Greek and Roman stories; stories of early Teutons with appropriate legends and folklore, leading up to settlement of Anglo-Saxons in England and Norse discovery of America; tales of early exploration in America continued, with particular stress on the work of the Spanish in the Southwest. Instruction still largely oral, but in a few instances books are furnished pupils for reading.

Literature. Stories read to class, method as in preceding grades: Baldwin's Old Greck Heroes; Mowgli stories in Jungle Books, Vols. I and II; selections from Uncle Remus; Little Men; Robinson Crusoe;

Biography of a Grizzly. Selections for memorizing: Psalm 121; A Night with a Wolf; Grandpapa; Children; The Mountain and the Squirrel; Abou Ben Adhem; The Sandpiper; The Bugle Song.

GRADE V.

History. Stories of the Middle Ages grouped under the following topics: (1) Development of Christianity and its effect on paganism. (2) Rise and development of Mohammedanism. (3) Charlemagne and bis work. (4) The Romance of Roland. (5) Feudalism, chivalry, and the feudal castle. (6) Monasticism and the monasteries. (7) Alfred the Great and Saxon struggles in England. (8) Knut, the Dane. (9) The rise of the Normans and William the Conqueror. (10) Robin Hood and his times. (11) The Crusades. (12) Life in town and country during the Middle Ages. (13) Wallace, Bruce, and Douglas. (14) The Hundred Years' War and Joan of Arc. (15) End of the Middle Ages. Instruction largely oral, but increasing number of books furnished pupils. Reproduction as in preceding grades, but more stress laid on written and dramatic expression.

Literature. In this grade and the following grades lessons in literature include: (1) The presentation, *i. e.*, the reading of the selection usually by the teacher; (2) The development or discussion; (3) The re-presentation by the pupils in the form of reproductions (oral and written), word pictures, the reading of selected incidents or of dialogue, and the dramatization of incidents and scenes; (4) The memorizing of selections. Oral reading is taught incidentally rather than formally, the aim being to secure from the children an intelligent, pleasant, and fairly appreciative expression of the thought. The following literary material is used: Ruskin, *The King of the Golden River*; Hawthorne, *Wonder Book*; Hawthorne, *Tanglewood Tales* (selections); Hawthorne, *The Snow Image*; Longfellow, *Hiawatha*; The Story of Joseph; selected short poems throughout the year; supplementary reading through the use of the Training School library.

GRADE VI.

History. Stories of Modern Civilization grouped under the following topics: (1) The Romance of the Cid—the conflict between Christianity and Mohammedanism in Spain. (2) Ferdinand and Isabella—the conquest of the Moors and the discovery of America. (3) Louis XI. of France and the downfall of feudalism. (4) The Renaissance. (5) Martin Luther and the Reformation. (6) The rival kings, Henry VIII., Francis I., and Charles V., with emphasis on Spain's greatness. (7) Henry of Navarre and the end of the religious wars in France. (8)

Queen Elizabeth—the era of expansion and glory for England. (9) Sir Francis Drake and the sea fighters of the sixteenth century. (10) Struggle for political freedom in England—the Civil War and Commonwealth, and the Puritan emigration to America. (11) The Age of Louis XIV.—the grandeur and glory of France. (12) The French Revolution. (13) The Age of Napoleon Bonaparte—Europe revolutionized. (14) The American Revolution. More books are used and an attempt is made to introduce more formal and consecutive history.

Literature. For method, see fifth grade. The following literature material is used: Pyle, Some Merry Adventures of Robin Hood; Kingsley, The Water-Babies; Burt, Odysseus, with readings from Palmer's translation of the Odyssey; The Story of Daniel; Macaulay, Horatius; Irving, Rip Van Winkle; Hawthorne, Biographical Stories; selected short poems, principally heroic ballads, throughout the year; supplementary reading, see fifth grade.

GRADE VII.

History. Formal United States history, using State Series Grammar School History in hands of pupils. Instruction is wholly on the topical plan, with much reading outside of the text-books. Ground covered, from the discovery of America through the Revolutionary War.

Literature. For method, see fifth grade. The following literary material is used: Mabie, Old Norse Stories; Longfellow, The Skeleton in Armor; Irving, The Alhambra (selections); Longfellow, The Courtship of Miles Standish; Irving, The Legend of Sleepy Hollow; Longfellow, Evangeline; The Story of Ruth; Hawthorne, The Great Stone Face; Cooper, The Last of the Mohicans; selected short poems, in particular those of the earlier period of American life and history; supplemetary reading, see fifth grade.

GRADE VIII.

History. Formal United States History continued—from the Revolutionary War to the present, including a brief study of our forms of government and a somewhat extended study of the history of California. For method, see seventh grade.

Literature. For method, see fifth grade. The following literary material is used: King Arthur and His Knights, based on the text of Lanier and Pyle, with readings from Tennyson; Lowell, The Vision of Sir Launfal; The Autobiography of Franklin; Dickens, A Christmas Carol; Whittier, Snow Bound; Scott, The Talisman; Hale, The Man without a Country; selected short poems, particularly those of a patriotic nature; supplementary reading, see fifth grade.

GEOGRAPHY AND NATURE STUDY.

GRADES I AND II.

No special periods for geography and nature study are assigned. A love of nature and feelings of sympathy for animals are developed through the conversation work of the language period, and also in connection with the story work of the literature and history periods.

GRADE III.

Geography. Geography proper is begun in this grade. The object during the year is threefold: (1) To give pupils some systematic knowledge of the city and surrounding country; (2) To develop ability to interpret and draw maps of the above; (3) To impart to the class, by means of graphic oral descriptions, supplemented by pictures and stories, as vivid an impression as possible of the noteworthy characteristics (from the child's standpoint) of the life and surroundings of some of the world's typical peoples. Develop map of schoolroom, school-building, playground, portion of city in vicinity of normal school, etc. Discuss occupational life of the people of San Diego and vicinity; products of farms, gardens, mills, mines; civil organization of city. Descriptive work based on the life and surroundings, and emphasizing the child life of the following peoples: Eskimos, Desert Arabs, Hollanders, Japanese, Italians, Mexicans, South Americans, Africans, etc.

Nature Study. Begin with study of seeds, germinating beans, corn, etc.; watching and drawing successive stages. Garden work for fall; individual plots; pupils to record dates of planting, sprouting, ripening, and other details as to mode of planting, soil, etc. Study of soil: collecting and studying samples of many different kinds from gravel to humus; growing seeds in the different soils, noting results. Study of animals and birds: the horse—kinds, uses, care of; stories of horses to awaken interest in and sympathy for them; other typical local animals; some of the typical local birds; the bulletin on Humane Education of the San Diego Normal School furnishes the type of development for this phase of the work in this grade and the next two grades. In spring term renew garden work and take up the study of flowers and the pollen distributors, such as butterflies and bees.

GRADE IV.

Geography. The knowledge of maps gained in the third grade is here used in a general study of the United States. The method of graphic oral description is also used; and rapid map sketching at the board from memory is made a constant feature of the work, in order to impress, by visualization, the facts of locational geography. The states are taken up by groups, the group as a whole being studies in so far as it possesses common characteristics, as follows: Pacific states; Rocky Mountain and Basin states; East and West Central states; South Atlantic and Gulf states; Middle Atlantic states; New England states.

Nature Study. Continue the work of the third grade, but vary by planting other seeds and studying other flowers, also other animals and birds; see third grade for use of bulletin on Humane Education. For additional study take up: the cow and dairy products; stems, leaves, and roots; irrigation and fertilization of soil; useful and injurious worms and insects; observe metamorphosis of mosquito and butterfly.

GRADE V.

Geography. The year's work is devoted to a study of the southern continents and the oceanic islands. Care is taken to exclude all unimportant features and to fix firmly in the mind of the location and characteristics of all those countries, cities, rivers, etc., that have assumed importance in recent national and commercial development. Attention is given to the contrast between early aboriginal life and modern life under control or direction of Europeans and Americans. As in the preceding grade, maps are sketched; and locational geography is vitalized and enriched by full descriptive talks by the teacher, for which such books as the following are helpful sources: Carpenter's Political and Social South America; Dunton's Africa; Kellog's Australia and the Islands of the Sea. The order of study and subdivisions are as follows: South America—Amazon region, Brazilian highlands, Andes region, Orinoco region, La Plata region; Africa-Barbary State, Sahara and Soudan, Nile region, Congo region, South Africa; Australasia—Eastern Australia, Central and Wesfern Australia, Tasmania, New Zealand: East Indies; Philippines; Hawaiian Islands.

Nature Study. A study of sea and land life occupies most of the year in this grade, with a briefer study of the sources and preparation of man's clothing and principal foods. The grouping is as follows: water life—cœlenterates (hydrozoa, coral), starfish, crustacea, fishes, whales, seals, seaweed; studying above by means of sketches and oral descrip-

tions, using preserved and living specimens, and using microscope with lower forms; desert life—animals, insects, and plants of the desert, and their adaptation to environment; clothing materials—method of producing the raw materials and making the finished product; food products, treated in similar manner. See bulletin on Humane Education, as previously cited, for suggestions on the study of sea and land animals above.

GRADE VI.

Geography. The study of Europe and Asia as wholes, then by units. The units of study are in most cases the political divisions. Each of these is treated according to the following: location; physiography; climate; products; occupations. The interdependence of these facts is clearly pointed out and discussed. Maps are drawn, with special reference to the indication of products.

Nature Study. Nature study in this grade is based on physics and chemistry, illustrated by simple experiments. The units are: air—its composition and physical properties; wind—causes, kinds; water—different forms, manner of formation of each; heat—causes, effects (expansion, fusion); combustion—causes, products of combustion, respiration as related to above; machines—lever. pulley, incline, etc.; the steam and gas engines; inertia; centrifugal force; sound, light, magnetism; electricity; liquids—relative density, buoyancy, capillarity; gases—compressibility and expansive forces, relative density, the barometer, the air pump.

GRADE VII.

Geography. The United States and the rest of North America are studied in detail with much attention to cause and effect. Detailed study of California; physiography; mountain and river systems; climate of different sections, seeking causes; desert and fertile regions; mining, agricultural, and horticultural regions, with special attention to their respective industries; counties, with approximate location; chief cities and industrial activities therein. Briefer study of the United States along similar lines, including: the remainder of the Pacific region—Oregon and Washington; the mineral region—Rocky Mountain states, Basin states; the pasture region—parts of Rocky Mountain and West Central states, Western Texas; the grain region—West Central states, East Central states; the cotton region—South Atlantic and Gulf state; the manufacturing region—Middle Atlantic states, New England states. Brief study of Alaska, Canada, Mexico, and Central America.

Nature Study. A study of the soil and the relation of vegetation thereto comprises the greater part of the year's work, according to the following: the soil—its constituents as seen in different collected specimens, causes of soil formation, fertilization, conservation of moisture, irrigation, drainage; alkali soil—its cause and cure, and the crops adapted to it; garden work in early fall and spring, to illustrate the above principles and to serve as a basis for discussing the same; cereals as special food products of the soil—geographical distribution of the important cereals, method of producing the same; local trees—names and habits of the ornamental trees—on the Normal Campus and throughout the city; fruit trees of California—care of and protection from pests; forestry—chief forest trees and their uses, the national forests, varieties and habits of the Eucalyptus. Briefer study of mining and mining products, building and paying materials.

GRADE VIII.

Geography. A study of the whole world, country by country, pointing out all possible relationship with the United States. Comparative study of physiography, water-ways, fertile and arid regions, climate, products, transportation systems, occupations, and forms of government. The commercial relationship of the United States with other countries. Frequent discussion of current events in all countries where these events have any international significance. Map-work as in sixth grade.

Nature Study. (a) A study of human physiology, to cover thirty weeks: skeleton; muscles; digestion; circulation; respiration; nervous system; special senses—sight, hearing, taste, touch, smell; the hygiene of the above, with special attention to the effects of alcohol and narcotics on the system; first aids to the injured.

(b) A study of elementary astronomy, to cover ten weeks: the more fundamental ideas of the relative position and distances of the heavenly bodies; the relation of the earth to the other members of the solar system.

MUSIC AND THE MANUAL ARTS.

GRADE I.

Music. Rote singing forms the fundamental part of the first four years' work. Songs to emphasize rhythm, melody, and spontaneity, effort being made to preserve and cultivate the pure, light, unconscious tone belonging to childhood. Ear-training, developing sense of tonality and rhythm through the use of melodic phrase sung with sol-fa syllables and words. Later in the year begin simple exercises in the use of the staff to develop eye-training.

Drawing. Constructive drawing,—observation work with and the drawing of views of sphere, cube, and cylinder; pencil sketching,—outline drawings from nature and still life; cylindric perspective; color work,—recognition of colors and color charts, work from nature in flat washes; ink silhouette from nature; illustration of stories and rhymes in pencil, color, and clay; clay modeling from nature; design,—rosettes in squares and circles; picture study.

Manual Training. Raffia,—braiding and sewing mats, etc.; paper sloyd,—models requiring simplest measurements.

GRADE II.

Music. Continue work of first grade. Rote singing. Individual voice and class exercises in singing melodic phrases from dictation. Further use of the staff, showing difference of position in different keys. Use of signature.

Drawing. Constructive drawing, observation work with and the drawing of views of the square-prism and hemisphere; pencil sketching in outline from nature and still life, using single objects; cylindric perspective; color work,—simple wash drawings from fruit, vegetables, flowers, and leaves, drawing of landscapes from memory; ink silhouette from nature; illustration of stories and rhymes in pencil, color, and clay; design,—simple repeated designs in circles and squares; clay modeling from nature; picture study.

Manual Training. Raffia,—braiding, sewing, weaving; paper sloyd,—simple models requiring no measurements less than half inch.

GRADE III.

Music. Continue song work. Individual proficiency in sight singing and rhythm practice. Take up movement involving two tones to one beat. Continue dictation. Increased attention to the development of the sense of rhythm. In this and succeeding grades much time is given to ear-training (through oral and written exercises) to develop and sharpen tone perception and to establish tone relationship.

Drawing. Constructive drawing,—study and draw views of cone and square pyramid; pencil sketching,—outline single objects and groups from nature and still life; perspective as in second grade; color work,—color sketching from nature and still life, landscapes from memory; ink silhouette and illustration work as in second grade; clay modeling from still life and nature; design,—simple repeated designs in circles, squares, and equilateral triangles; picture study.

Manual Training. Raffia,—braiding, sewing, weaving; cord work,—knotting, weaving; paper sloyd,—simple models requiring measurements not less than quarter inch.

GRADE IV.

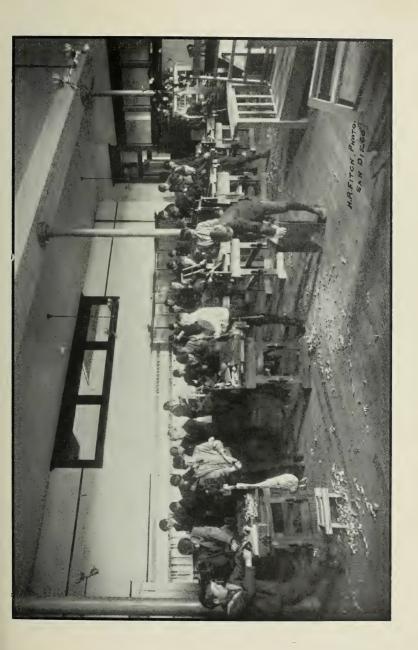
Music. Continue song work. Exercises to develop the ability to read simple melodies at sight in any major key, to sing exercises in 2-4, 3-4, and 4-4 measure, and to sing groups of tones represented by dotted quarter and eighth notes. Exercises in two-part melodies begun.

Drawing. Constructive drawing,—study and draw views of equilateral triangular and right angled triangular prisms; continue pencil sketching, color sketching, perspective, ink silhouette, clay modeling, and illustration work as in preceding grade; design,—simple repeated designs in circles, squares, triangles, and kite shapes; picture study.

Manual Training. Raffia and cord work as in the preceding grade; wool weaving; paper sloyd as before, but requiring measurements not less than the eighth inch.

GRADE V.

Music. Continue work of fourth grade, adding exercises to develop use of chromatics. Continue rhythm, adding the dotted eighth and sixteenth and the simple forms of 6-8 measure, two beats to a measure. Two-part melodies continued. Study of some of the composers in story form.



Drawing. Constructive drawing,—simple prescribed models for woodwork, also original models; pencil sketching in light and shade from nature and still life; cylindric and parallel perspective; color work,—color sketching from nature and still life, landscapes from memory; ink wash in two tones; illustration of the content of literature and history, adapted to the grade; clay modeling from nature; design,—simple repeated designs and designs for folio covers; picture study.

Manual Training. Woodwork (for boys); models are made which teach the use of common tools and the elementary methods of joinery; this is followed by the making of original, useful articles for home or school, the idea being to encourage creative work and thus develop individuality.

Domestic Economy. Sewing (for girls); needle sizes, thread numers, use of thimble, method of taking a stitch; basting, overcasting, backstitching, buttonholes, fells, darning, seams, hemming, gathering, patches, loops; cutting and machine work; making of articles, such as—sewing bag, kettle holder, sewing apron, doll clothes, etc.; darning stockings, patching worn garments; lessons on materials,—silk, cotton, wool, etc.

GRADE VI.

Music. Further exercise in preceding technique. Introduce gradually all the chromatics, and give exercises in the application of syllables to any short, simple melody, from memory or dictation. Exercises in the minor mode. Three-part singing. Brief study of composers, in story form, continued.

Drawing. Constructive drawing,—prescribed and original drawing for woodwork; pencil sketching,—light and shade from nature and groups of still life; cylindric, parallel, and angular perspective; color sketching, ink wash, and illustration as in preceding grade; design,—repeated surface designs, using curves to space off back grounds, designs for book, folio and magazine covers.

Manual Training. Woodwork (for boys) as in preceding grade.

Domestic Economy. Sewing (for girls); hemstitching, bias seams, plackets, tucks, napery, hem, over-handing, and over-seaming; fastenings, and flannel stitches; cutting and general use of machine; making of articles, such as—stocking bag, baby sack, cooking apron, handkerchief, iron holder, etc.; lessons on materials,—silk, cotton, wool, etc.

GRADE VII.

Music. Review and continue work of sixth grade. In rhythm pupils should be able to read all the forms found in 6-8 measure and to sing four tones to one beat. Syncopation. Brief study of composers as in preceding grades.

Drawing. Continue constructive drawing, pencil and color sketching, perspective, and illustration as in preceding grade; ink wash in three tones; design,—repeated surface designs, using curves and irregular spacings for foundation, design for book covers, folio covers, etc.

Manual Training. Woodwork (for boys) as in preceding grades.

Domestic Economy. Cooking (for girls); air in relation to life and fire; fuels, water, cleanliness; fuel foods,—starch, potato, cereals; tissue-building foods—eggs, milk, butter, cheese; flour and flour pastes,—quick breads, yeast breads, macaroni; food in its relation to life,—body stuffs, food stuffs, diet, etc.

GRADE VIII.

Music. Complete review of previous work. Introduce bass clef. Brief study of composers as in preceding grades.

Drawing. Constructive drawing, pencil and color sketching, and perspective as in preceding grades; landscape and flower composition in line and wash; design,—applied designs for surface coverings (book, folio, magazine), fans, pillows, etc.

Manual Training. Woodwork (for boys) as in preceding grades.

Domestic Economy. Cooking (for girls); tissue-building foods,—meats, composition and cooking of meats, cuts of meats, fish, food values; fuel foods,—fats and oils, cooking in fat, frying and sauteing; acid and salt supplying foods,—fruits, vegetables, soups, salads; sugar,—value as food, commen sense in the use of sugar, cakes, desserts, etc.; preservation of food,—canning, jellies, action of bacteria; beverages,—coffee, tea, cocoa, chocolate.

GRADUATES.

1908-1909.

Allen, Rhoda Mae	San	Diego
Bailey, Elizabeth J	·	Nellie
Bailey, Elizabeth J Bailey, Ida Maud		Julian
Barden, Emma Elizabeth	Long	Beach
Barden, Emma Elizabeth Barth, Katherine Margaret Bashore, Ethel	_San	Diego
Bashore, Ethel	San	Diego
Beidleman, Edgar	_San	Diego
Bell, Norma Lucile	_San	Diego
Beller, Florence Marie	Ca	arlsbad
Boal, Alma	La	Jolla
Borden, Olive May	E1	Cajon
Bullock, Alvs	_San	Diego
Byron, Adelle	Ca	ırlsbad
Caldwell, Clara Mildred		
Chalmers, Fay		
Clark, Josephine Elizabeth	D	ulzura
Coiner, Frances M		
Cowart, Ira	_San	Diego
Coy, Georgie V.	_San	Diego
Crayne, Ethel E		
Cross, Nettie Irvin	_San	Diego
Culbertson, Mary K		
Culter, Mabel Mildred		
Cummins, Zora Grace		
Curtis, Judith A		
Daggett, Laura L		
Detrick, Nettie	_San	Diego
Downs, George G		_Otay
Drury, Nan	_San	Diego
Dunbar, Carrie	_San	Diego
Emery, Mabel W	_San	Diego
Farr, Hattie	San	Diego
Filkin, Nina E	San M	Iarcos
Flack, Mary E	La	keside
Flack, Mary E Floyd, Marion E	_San	Diego
Forster, Senta Frost, Jessie S	San	Diego
Frost, Jessie S	_San	Diego
Greer, Alice M	San	Diego

Grosvenor, Corinne	Tr	oy, C),
Guild, Ruth	_San	Dieg	C
Gulack, Pearl G	San	Dieg	C
Harris, HazelKlamath	Falls	s, Ore	e.
Harsha, Mabel EL			
Heilbron, Irma	_San	Dieg	0
Hinckley, Verna			
Jobs, Margaret C	San	Dieg	0
Kilty, Margaret A	_San	Dieg	0
King, Alice J			
Lantz, Lillian A		Colto:	n
Lindley, Mary-Olive	_San	Dieg	0
Marks, Lela Estelle		Julia:	n
Marsh, Alpha B			
Maxwell, Dorothy M			
McDonald, Inez Blanche_S	Santa	Mari	a
Morse, Anna Whitmore	_San	Dieg	0
Mulvihill, Margaret Ellen.			
Nance, Carrie			
Phillips, Harriet G	_San	Dieg	0
Plumer, Lillie			
Raymond, Florence			
Safford, Kate E			
Schlatter, Maggie Myrle			
Shaw, Constance Muriel			
Smith, Florence Jessical			
Stitt, Edith	_San	Diego)
Story, LouiseSan			
Stuart, Mary Elizabeth			
Sullivan, Grace Frances			
Wade, Myrtle Keats			
Ward, Helen M			
Weseloh, Grace	_San	Diego)
West, Lulu Ada			
Williams, Martha BMecha			
Young, Jean Ora	Le	Mesa	ı
Zschoegner, Rebekah May_	_San	Diego)

FIRST SEMESTER.

1909-1910.

Abbott, Frances JSanta Fe,	N. M.
Adams, HelenEn	cinitas
Bourg, AliceWatson	, Colo.
Burlingame, Ella M Nationa	ıl City
Butts, Catherine ISan	Diego
Dana, MarieN	Vipomo
Dow, Grace EleanorC	alexico
Freeman, Carolyn SCuca	.monga
Gregg, LauraSan	Diego
Holmes, Minnie HLong	Beach
Jefferson, Sue MLeavenworth,	Wash.
Johnston, Eleanor N Pacific	Beach

Kelly, Edith E	Escondido
Leovy, Edith	San Diego
Lowe, Adalene E	San Diego
Noble, E. Fern	San Diego
O'Neal, Matilda	Fallbrook
Paine, Prue	San Diego
Plumer, Frances R	San Diego
Poole, Anna C	_Santa Barbara
Rivers, Lillian	San Diego
Russell, Edna K	San Diego
Sykes, Carol H	Brookfield, Mo.
Woods, Alice V	San Diego

GRADUATE STUDENTS.

Allen, Anna Myrtle	University of California
Bourg, Alice	State Normal School, San Diego
Gartzmann, Pauline	Leland Stanford Junior University
Holmes, Minnie H	State Normal School, San Diego
Johnston, Eleanor N	State Normal School, San Diego
Langdon, Louise Blanche	_State Normal School, Cape Girardeau, Mo.
Leovy, Edith	State Normal School, San Diego
Norton, Ione	Leland Stanford Junior University
Stough, Mrs. Emma R	Life Diploma in Music, California
Warren, Gertrude S	State Normal School, Peru, Nebraska
Young, Elizabeth	Silver City Normal School, New Mexico

CATALOGUE OF STUDENTS.

1909-1910.

Abbey, FlorenceSan Diego
Abbey, MabelSan Diego
Abbott, Frances JSanta Fe, N. M.
Adams, HelenEncinitas
Alexander, GwendolinEscondido
Allen, EdwinaGoldfield, Nev.
Allen, MyrtleSan Diego
Anderson, LillianSan Diego
Anderson, MaeEl Paso, Texas
Archer, EthelAnaheim
Astleford, ElsieSan Marcos
Backlund, HemmieLastia, Kan.
Bailey, LelaJulian
Barney, L. WSan Diego
Barron, Alda DEl Monte
Baty, IdaTulare
Beck, MaryChula Vista
Beckler, MyrtleEscondido

3201	
Bendle, Irene	Santa Rosa
Bernard, EllenLas	Vegas, N. M.
Bernard, MargaretLas	Vegas, N. M.
Berryman, Rebecca	San Diego
Birkhead, Gwendolin	Tulare
Birkhead, Mable	Tulare
Bisby, Lulu	San Diego
Boggeln, Isabel	
Bone, Blanche	San Diego
Bourg, Alice	Watson, Colo.
Bottum, Frances R	Lemon Grove
Bowen, Verne	Ramona
Bowler, Mabel	San Diego
Boyd, Lillian	Lompoc
Boyer, Albertine	San Diego
Branson, Edwina	
Branson, Grace	Hornitos
Brinton, Margaret	

CATALOGUE OF STUDENTS-Continued.

Brittain, Augusta	Los Angeles
Brown, Adele	San Tose
Brown, Hazel	San Diego
Bruce, Laura	Whittier
Bryan, Nita	San Diego
Bryan, Nita	San Diego
Buffum, Lucy	Stockton
Burlingame, Ella	National City
Butts, Carolee	San Diego
Butts, Catherine	San Diego
Calkins, Hazelglenn _	San Diego
Campbell, EllaCasner, Lillie	Bonita
Casner, Lillie	Ramona
Cauthorn, Leah	San Diego
Chapman, Elizabeth	Redlands
Chase, Mrs. Stella	
Cherry, Zella	San Diego
Clark, Flora	Fallbrook
Clammana Manganat	Abbitanta
Clemmens, Margaret Clyne, Coral	Sunnyside
Clyne, Coral	San Diego
Coates, Marie	
Colt, Leila	San Diego
Combs, Sarah C	Tulare
Cooke, Helen L	Waukegan, Ill.
Covel, Ella M	San Diego
Coy, Georgie	San Diego
Cozens, Harold	Encinitas
Crenshaw, Ione	San Diego
Crill, Ethel	
Cullen, Elizabeth V	
Cutter, Emma A	Phoenix Ariz
Czarnowski, Leora	Can Diago
Czarnowski, Leora	San Diego
Dana, Marie	Nipomo
Daniels, Doris A	Monrovia
Davidson, Ida	
Dawes, Hazel	
Deakins, Hazel	Colton
Deering, Lettie	Point Loma
Dick, Grace	Orosi
Dickey, Grace	
Dimock, Helena	
Douglas, Mande	
Dow, Grace	
Drewisch, Josephine	
Easter Flance F	Coronado
Easton, Florence E.	San Bernardino
Eddy, Mrs. Emily	San Diego
Farrar, Ann	San Diego
Farrar, Viola	
Feighan, Mary	San Diego
Fenton, Laura	Corona
Ferris, Georgia	
Ferris, Vera	San Diego

Firebaugh, Cornelia	Durango, Colo.
Fitzgerald, Grace	Visalia
FitzGerald, Mary	San Diego
Flack, Alma	Lakeside
Floyd, Marion	San Diego
Floyd, Mary L	
Foster, Elizabeth	Sacaton, Ariz.
Frank, Elsie	Poway
Frary, Gladys	San Diego
Freeman, Carolyn	Cucamonga
Gartzman, Pauline	San Diego
Geradehand, Clara	San Diego
Geradehand, ClaraGeske, Ida	San Diego
Gleiss, Irene	Los Angeles
Goold, Eugenia	La Mesa
Gove, Mrs. Laura	Sacaton, Ariz.
Grannis, Ellen E	
Greer, Alice	San Diego
Greer, Florence	
Gregg, Laura	San Diego
Gunn, Mabel	San Diego
Gutzler, Mabel	Long Beach
Haight, Alzora	Colton
Hall, Vera	San Marcos
Hallam, Florence M	Monrovia
Hammack, Isabella	San Diego
Hartley, Pauline	Unland
Harwood Josephine	Los Angeles
Harwood, Josephine - Hatch, Faith	Fscondido
Haupt, Mary	Tehachani
Hendrickson, Regina_	West Salem Mo
Hendryx, Grace	
Hicks, Ethel	San Diego
Highee, Maude	Pacific Reach
Holcomb, Avis	
Holderness, Mary	
Holland, Charlie	Woodwillo Towns
Holland Mary F	San Diago
Holland, Mary E	San Diego
Holmes, Minnin H	Long Poogh
Holzworth, L. J	Dhoonin Ania
Hornbuckle, Cora	Can Diago
Hosack, Thomas	Wastminister
Houghton, Katherine	
Howard, Ruth E	Carina Wallan
Hull, Annie	Tolsoids
Hunter, Keysey	Lakeside
Irey, Gertrude	
Isensee, Thirza	
Jefferson, SueLe Johnston, Eleanor N.	Pacific Desert
Johnston, Eleanor N.	racine beach

CATALOGUE OF STUDENTS-Continued.

Juch, Flournoy	Wynola
Kelley, Edith E	Escondido
Kenney, Elsie M	San Diego
Kennedy, Mary JC	ando, N. D.
Kennedy, Ruth	San Diego
Killin, Lenore	_Escondido
Kleinschmidt, Emma	San Diego
Kommers, JuliaN	ational City
Kramar, Etta	Silebee
Lane, Violet	
Langdon, Louise	San Diogo
Langford, Ruby	San Diego
Laughlin, Gracel	San Diego
Le Baron, MargarettaEl	Dana Taman
Leovy, Adair	
Leovy, Edith	
Leppertt, Helena	Point Loma
Lewis, Elsie	San Diego
Lhuillier, Elsie	Upland
Loveland, Jessie	San Diego
Loveland, Nell B	Riverside
Lowe, Adalene	San Diego
Lowrie, Ella	
Mabon, Olive	Ontario
Mach, Helen	San Diego
Machold, Ella	Los Angeles
Machold, Ernestine	Los Angeles
Marsh, Mary	Los Angeles
Martin, May M	Pomona
Maxfield, Veta	Escondido
McCrea, Agnes	San Diego
McNeil, Carrie Belle	_San Diego
McRae, Gertrude	La Mesa
McWayne, Edna	
Meyer, Ruth	Escondido
MonfortCa	nanea Mex
Morgan, Gertrude	
Mulville, Mrs. Annie	
Munger, Clara	
Neely, Gay	San Diogo
Names II-1-	San Diego
Newman, Helen Noble, E. Fern	San Diego
Norton, Ione	Kialto
Nutt, AnneOerter, Marjorie	
Ockerson, Florence	Monrovia
Ockerson, Florence	Monrovia
Ockerson, Florence Oliver, Henrietta_Howard O'Neal, Matilda	Monrovia City, Mich. Fallbrook
Ockerson, Florence Oliver, Henrietta_Howard O'Neal, Matilda Paine, Prue	Monrovia City, Mich. Fallbrook San Diego
Ockerson, Florence Oliver, Henrietta_Howard O'Neal, Matilda	Monrovia City, Mich. Fallbrook San Diego

Pitman, Saide	
Plumer, Frances	San Diego
Plummer, Lizzie_Sta	mping Ground, Ky.
Poole, Anna	Santa Barbara
Porak, Isabel	
Powell, Mary	
Powers, Alice	Faurington N M
Prewitt, Mrs. Phoeb	Tarmington, N. M.
Prewitt, Mrs. Phoen	e_Hansboro, N. D.
Price, Ruth	
Purdy, W. G	
Purrier, Harriette	San Diego
Halston, Sarah	El Cajon
Ready, Grace	Ventura
Reed, Lillie	San Diego
Reeser, Elisabeth	National City
Reppy, Vera	
Reton, Leora	San Diego
Rezner, Lena	Cananaa May
Richardson, Florence	Cananca, Mcx.
Richardson, Florence	:San Diego
Richardson, Grace _ Richardson, Marian	San Diego
Richardson, Norma_	Los Angeles
Rieke, Ramona	Oceanside
Riley, Bird	San Diego
Rivers, Lilian	San Diego
Rockwell, W. J	Los Angeles
Ross, Maud	El Centro
Russell, Edna	San Diego
Sain, Blanche	Los Angeles
Sands, Jessie	
Scales, F. R.	Dhamin Ani
Scales, F. K	Fnoenix, Ariz.
Schiffman, Eulalie_	Land Angeles
Schulte, Mae	San Diego
Schwab, Eva Marie	
Scott, Sarah	
Shaw, Frances	
Shaul, Adalind	San Diego
Sheldon, Fronie	Tuscon, Ariz.
Sherer, Grace	San Jose
Sherer, Lucy	San Jose
Sieman, Lida	Monrovia
Smith, Mamie	Chula Vista
Smith, Marjory	San Diego
Smith, Mary E	Doodwood S D
Smith, Rowena	San Diago
Stone, L. P.	San Diego
Stone, L. P.	San Diego
Stone, Violet P	Kamona
Stough, Mrs. Emma	El Cajon
Stuart, Mary	San Diego
Sykes, Carol	

Talbert Cora

CATALOGUE OF STUDENTS-Continued.

Pomona West Ada

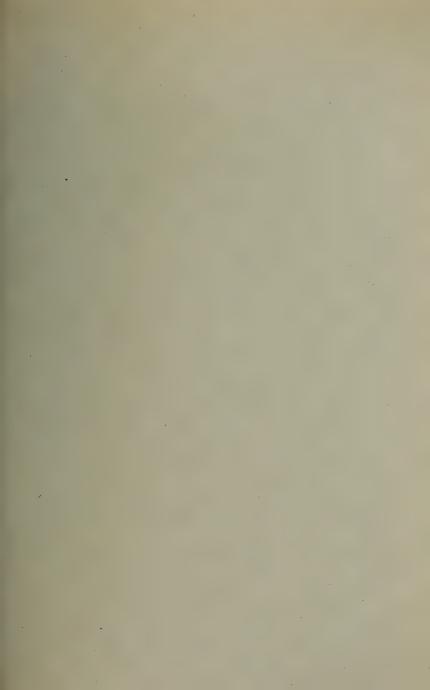
Santa Ana

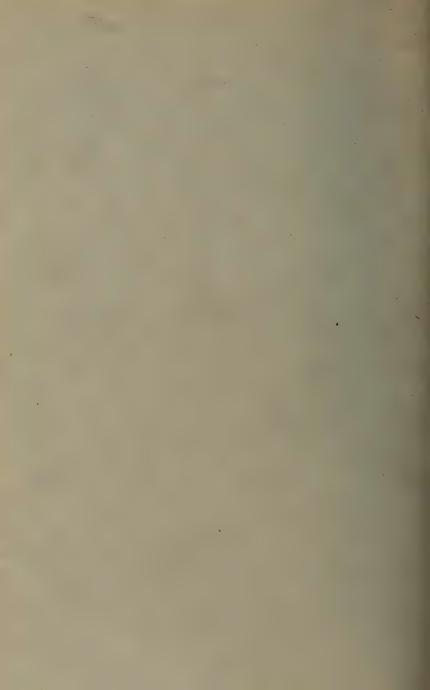
Taibert, Cora timona	West, AdaSanta Ana	
Tammen, ThusneldaSan Diego	Weyant, Mrs. H. HSan Diego	
Tanner, IsabelMoro	White, FlossSan Diego	
Thornton, BessieChico	Wiard, Mrs. O. AChula Vista	
Tracy, BerthaFallbrook	Wigand, EttaSan Angelo, Tex.	
Turner, IvaSan Diego	Wilson, MaudSan Diego	
Unruh, ElizabethReno, Nev.	Wilkins, BerthaBandon, Ore.	
Upchurch, LudieSilver City, N. M.	Wincote, RuthSan Diego	
Vincent, AngieSan Diego	Woefenbargar, Mrs. ODinuba	
Vote, FlorenceValley Spring	Woods, AliceSan Diego	
Wade, Florence LSan Diego	Woodson, MetaSan Diego	
Warren, Gertrude_Nebraska City, Neb.	Woodward, LeilaRamona	
Warren, M. SFallbrook	Young, AliceRedlands	
Waters, GladysSan Diego	Young, ElizabethEl Paso, Tex.	
Watson, HildaSan Diego	Young, LizzieLa Junta, Colo.	
Welty, HowardSan Diego	Zschoegner, RebecahSan Diego	
ENROLLMENT.		
Normal School	270	
Academic-Preparatory		
Training School	202	
-	_	

Total _____ 585









State Normal School

San Diego, California

University of Illinois

CATALOGUE FOR 1910-11 AND CIRCULAR OF INFORMATION FOR 1911-12

FIRST TERM BEGINS SEPTEMBER 12, 1911 SECOND TERM BEGINS FEBRUARY 12, 1912



STATE NORMAL SCHOOL

OF

SAN DIEGO, CALIFORNIA

CIRCULAR OF INFORMATION

AND

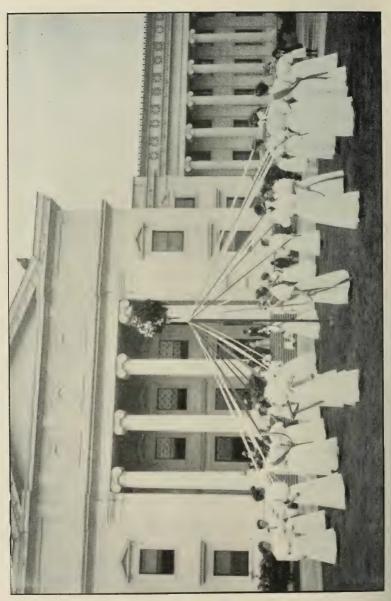
ANNOUNCEMENTS FOR 1911-1912

CATALOGUE FOR 1910-1911

SACRAMENTO:



STUDENTS' WORKSHOP.



STUDENT BODY.

PHYSICAL EDUCATION.

PHYSICAL EDUCATION.



HOUSEHOLD ARTS—CLASS IN COOKING.



HOUSEHOLD ARTS-VIEW OF KITCHEN.

NEW TRAINING SCHOOL.

CALENDAR 1911-1912.

September 8, 9, 11-Registration days.

September 11-15—Conference week.

September 15—Registration in Training School.

September 18—Class work begins; Training School work regularly begun.

December 19-Holiday recess begins.

January 3—Class work resumed.

February 8—Semester I closes.

February 9—Conferences, etc.

February 12—Semester II begins.

April 12-End of third quarter (9 weeks); spring recess begins.

April 22—Beginning of last quarter.

June 21—End of last quarter (9 weeks).

June 24—Commencement.

SUMMER SESSION (1912)

July I-Registration day.

August 9—Summer session closes.

PROGRAM OF CONFERENCE WEEK.

Note.—Following the registration of new students from the city, in both normal and secondary departments, September 8th and 9th, and the registration of non-resident students September 11th, general conferences, at which attendance is required without exception from all students in the normal department, will begin Tuesday, September 12th.

SCHEDULE.

General conferences: All entering students will meet for these conferences in the auditorium of the school, at nine o'clock in the morning, Tuesday, Wednesday, Thursday, and Friday, September 12-15.

All senior students will meet on the same days at 10:30 A. M.

Tuesday, September 12th, at 10:15 A. M., following the first general conference, all new students, whether of advanced credit or not, will be examined as to the ability of each candidate for entrance to write an acceptable theme. On Wednesday and Thursday, at the same hour, applicants will be tested in reading. Failure in written and oral expression will debar an applicant from admission to the school; deficiency in either will imply a "condition," to be removed by work in the secondary department of the school.

CONFERENCE APPOINTMENTS, TRAINING SCHOOL.

Monday, September 11th—All Literature Teachers meet Mr. Hardy, 1:00 to 2:00 p. m., room 12. All Geography and Nature Study Teachers meet Mr. Skilling, 2:00 to 3:00 p. m., room 17. All Music Teachers meet Miss Judson, 3:00 to 4:00 p. m., in Training School, second floor.

Tucsday, September 12th—Primary Reading Teachers meet Miss Rogers, 2:00 to 2:45 p. m., in Training School, first floor. Primary, Language, and Arithmetic Teachers meet Miss Rogers, 2:45 to 4:00 p. m., in Training School, second floor.

Wednesday, September 13—Grammar Grade Arithmetic Teachers meet Mr. West, 2:00 to 3:00 p. m., room 29. Grammar Grade Language Teachers meet Mr. Phelps, 3:00 to 4:00 p. m., in Training School, second floor.

Thursday, September 14th—All History Teachers meet Mr. Bliss, 3:00 to 4:00 p. m., room 27. All Drawing Teachers meet Miss Lamb, 2:00 to 3:00 p. m., in room 2.

Friday, September 15—All Primary Teachers meet Miss Rogers, 1:00 to 2:00 p. m., in Training School, first floor. All Grammar Grade Teachers meet Mr. Phelps, 2:00 to 3:00 p. m., in Training School, second floor.

Monday, September 18th—All Domestic Science Teachers meet Mrs. Coldwell in class time.

BOARD OF TRUSTEES.

HON. HIRAM W. JOHNSON, Governor				
HON. EDWARD HYATT, Superintendent of Public Instruction Ex officio.				
ISIDORE B. DOCKWEILER, Los Angeles				
HON. M. L. WARD, San Diego				
CHARLES C. CHAPMAN, Fullerton				
JOHN S. AKERMAN, San Diego				
PHILIP MORSE, San Diego				
OFFICERS OF THE BOARD.				
HON. M. L. WARD, President				
EDITH HUSTED, Secretary				

EXECUTIVE COMMITTEE.

HON. M. L. WARD,

PHILIP MORSE,

JOHN S. AKERMAN.

FACULTY, 1911-1912.

School Administration

Drawing

Drawing and Manual Training

EDWARD L. HARDY, PRESIDENT

EDITH LEOVY,

year, 1910.

EMILY O. LAMB, -

B.L., University of Wisconsin; graduate student, University of Chicago; study of European secondary schools, 1898-1899; Head Master, Los Angeles Military Academy, 1899-1901; Principal High School, Riverside, Ill., 1901-1906; Principal San Diego High School, 1906-1910.
ANNA MYRTLE ALLEN French and English B.L., University of California; one year's study at University of Paris, Sorbonne; Diploma Superior de la Langue Français; graduate course, State Normal School of San Diego.
W. F. BLISS, DEAN OF NORMAL SCHOOL, History and Civics B.S., Mount Union; B.L., M.L., University of California; teacher in public schools of Pennsylvania and Ohio several years; Vice-Principal Beaver High School, Pennsylvania, 1886-1889; Superintendent of City Schools, Rochester, Pa., 1889-1891; Supervising Principal, Colton, Cal., 1892-1898; Vice-Principal and Instructor in History, High School, Santa Barbara, Cal., 1899-1900; Teaching Fellow, University of California, 1908-1909. (Appointed September, 1900.)
FLORENCE BRYANT, Latin and English B.L., B.A., Mount Holyoke College; Assistant Principal, High School, Fort Plain, N. Y., 1895-1899; graduate student, Syracuse University, 1899-1900; Stanford University, 1903; Instructor in Latin, Mills College, 1904.
MRS. ADA HUGHES COLDWELL, Household Arts Grade Teacher, Alameda, Cal., Schools, 1895-1899; special study, Europe, 1899-1900; Supervisor of Drawing in Grades and High School, Alameda, Cal., 1900-1906; Special Student in Domestic Science, Teachers' College, Columbia University, New York City, 1907. (Appointed June, 1907.)
W. C. CRANDALL, Dean of Summer School, Biological Sciences A.B., Stanford University; Instructor in Science, Ogden High School, Utah, 1899-1904; Instructor in Science, Kern County High School, 1904-1905. (Appointed July, 1905.)
L. ARENA DAVIS, Music Special Preparation, State Normal College, Ypsilanti, 1901-1902; graduate Thomas Normal Training School, Detroit, 1904; graduate New School of Methods, Chicago, 1908; Supervisor of Music, Tupper Lake, N. Y., 1904-1905; Tecumseh, Mich., 1905- 1906. (Appointed August, 1906. Resigned; resignation to take effect September 1, 1911.)
PAULINE GARTZMANN, English A.B., Stanford University, 1907; Graduate Course, State Normal School of San Diego, 1910.
ROSE E. JUDSON, Music Supervisor of Public School Music, Elgin, Ill. (Appointed September 1, 1911.)
W. W. KEMP,* DIRECTOR OF TRAINING SCHOOL, Education A.B., Stanford University; Master and Instructor, Hoitt's School, 1899-1903; Principal, city school, Alameda, 1903-1904, 1905-1906; graduate student and Assistant in Education, Stanford, 1904-1905. (Appointed August, 1906.)

State Normal School, Brockport, N. Y.; Normal Art Course, Pratt Institute, N. Y.; Substitute in Drawing, State Normal School, Brockport, N. Y., 1894-1895; Departmental Drawing, grade schools, Newton, N. J., 1896-1897; Department of Drawing, Cumberland Valley State Normal School, Pa., 1897-1899; Supervisor of Drawing in grade schools and High School, Santa Barbara, Cal., 1900-1904. (Appointed July, 1905.)

EDITH McLEOD, - - - Supervising Teacher Grammar Grades
State Normal School, Mass.; Graduate Teachers' College, Columbia; teacher in grammar schools of Massachusetts, Wyoming, and California, 1871-1890; Principal of City Grammar School, San Diego, 1890-1899. (Appointed July, 1899.)

State Normal School of San Diego, February, 1910; Columbia University, one half

RVING E. OUTCALT, Head Department of English A.B., Stanford University, 1896; A.M., 1897; University of Illinois; Head Department of English, San Diego High School, 1907-1911. (Appointment to take effect July 1, 1912.)
CLARENCE L. PHELPS, Principal of Training School Graduate State Normal School, San Jose, Cal.; A.B., Stanford University; Principal Rural School, Fresno, Cal., 1905-1906; Vice-Principal and Instructor in English, Hoitt's School, 1908-1909; Head of English Department, Tempe Normal School, 1909-1910, and Director of Training Department, 1910-1911. (Appointed September, 1911.)
ALICE EDWARDS PRATT,* REGISTRAR, English Ph.B., University of California; Ph.D., Chicago; Assistant Principal, Santa Rosa Seminary, 1883-1892; graduate student and Fellow, University of Chicago, 1892-1897; Critic in English, Vassar College, 1897-1898. (Appointed October, 1898.)
ELISABETH ROGERS, Supervising Teacher Primary Grades State Normal School, Albany, N. Y.; Principal Primary Department Training School, State Normal School, Chico, Cal., 1890-1900. (Appointed July, 1900.)
W. T. SKILLING, Physical Science State Normal School, Los Angeles, Cal.; M.S., University of California; teacher in public schools, Los Angeles, Cal., several years; Assistant in Physics, University of California, 1899-1901. (Appointed September, 1901.)
JESSE A. TANNER, History State Normal School, Valley City, North Dakota; M.A., University of North Dakota; graduate student, Chicago University; teacher, public schools of North Dakota, 1898- 1901; Curator, State Historical Society, North Dakota, 1906-1907; Instructor in His- tory, Valley City, North Dakota Normal School, 1907-1908; Superintendent of City Schools, Bismarck, North Dakota, 1908-1909. (Appointed February, 1910.)
JESSIE RAND TANNER, Physical Education Graduate, Boston Normal School of Gymnastics; Teachers' College, Columbia University; substitute, High School, Fort Plain, N. Y., 1897-1899; student, Syracuse University, 1899-1900; tutor, Brookline, Mass., 1901-1902. (Appointed July, 1904.)
EMMA F. WAY, PRECEPTRESS, Reading and Preparatory Latin Grand River Institute, Ohio; Principal, Grammar School, Liberty, Ohio, 1876-1877; Preceptress, Grand River Institute, 1877-1878; Instructor in Mathematics, Warren High School, Ohio, 1880-1886; student, Oberlin and University of California, 1886-1887; Principal, Southwest Institute, San Diego, 1887-1899. (Appointed October, 1898.)
J. F. WEST, Mathematics A.B., Stanford University; graduate student, Harvard; teacher, rural schools of Illinois, 1885-1888; Principal, Compton schools, California, 1888-1893; Principal, Paso Robles High School, 1893-1896. (Appointed July, 1900.)
GRACE J. WORTHEN, Physical Education Graduate Boston Normal School of Gymnastics. (Appointed September, 1910.)
JAMES R. YOUNG, ACTING DIRECTOR OF TRAINING SCHOOL, - Education B.L., Berea College, Berea, Ky., 1907; A.B., Stanford University, 1909; A.M., Stanford University, 1910; Principal, Fairdale High and Grammar Schools, 1907-1908; Assistant in Department of Education, Stanford University, 1909-1910. (Appointed September, 1910.)
——— Expression and English

^{*}On leave of absence, 1911-1912.

OFFICERS OF ADMINISTRATION.

NORMAL SCHOOL.

E. L. HARDY, President		
W. F. BLISS, Dean of Normal School		
EMMA F. WAY, Preceptress		
W. C. CRANDALL, Dean of Summer School		
ALICE EDWARDS PRATT, Registrar		
MRS. CHARLOTTE G. ROBINSON, Librarian		
DR. CHARLOTTE J. BAKER, Medical Examiner		
EDITH HUSTED, Office Secretary		
TRAINING SCHOOL.		
JAMES R. YOUNG, Acting Director		
CLARENCE L. PHELPS, Principal		
EDITH McLEOD, Supervisor, Grammar Grades		
ELISABETH ROGERS, Supervisor, Primary Grades		
PAULINE BLACK, Assistant		
GERTRUDE LAWS, Assistant		
ALICE GREER, Assistant		
EDITH HAMMACK, Assistant		
FRED. W. VAN HORNE, Head Janitor		
JOSEPH MAHONEY, Assistant Janifor		
GEORGE AVERBECK, Assistant Janitor		
MARTIN ROTH, Gardener		

LECTURES DELIVERED DURING THE YEAR.

"Preparation for the Real Problems of the Schoolroom,"		
Dr. R. G. Boone, University of California		
"Rural Education in the South"		
"Rural Social Problems"		
"The Capitola Conference"		
"Life More Abundant"		
"Ancient Civilization in Peru" (Stereopticon Lecture),		
Professor Nels C. Nelson, University of California		
"The Art of Millet" (Illustrated)		

"The New Taxing System of the State of California, with Especial Reference to the Support of Education,"

Hon. M. L. Ward, President, Board of Trustees, Member of State Tax Commission Dedication Day Address, May 1st.......Right Rev. Jos. H. Johnson, Bishop of Los Angeles

Dedication Day Address, May 1st.......Right Rev. Jos. H. Johnson, Bishop of Los Angeles Commencement Address.........Mr. J. H. Francis, Superintendent of Schools, Los Angeles

HISTORICAL.

The State Normal School of San Diego was established by the legislature of the State, March 13, 1897. It has occupied the present site since May 1, 1899. During the fourteen years of its existence, it has graduated over six hundred students. In September, 1910, the training school was moved from the main building to a new building erected on the campus at a cost of \$55,000.00, including equipment.

* * * * * REQUIREMENTS FOR ADMISSION.

Candidates for admission must be at least sixteen years of age, of good moral character, and physically healthy.

All applicants for admission must sign the following declaration:

I hereby declare that my purpose in seeking admission to the State Normal School of San Diego is to fit myself for teaching, and that I intend to teach in the public schools of California, or of the State or Territory in which I may reside.

Applicants will be admitted as follows:

- (a) Recommended graduates of accredited secondary schools of California.
- (b) Graduates of secondary schools outside of California; provided, their credentials are the equivalent of recommended graduation from a California secondary school.
- (c) Applicants partially recommended, and graduates of non-accredited high schools, will be admitted conditioned upon making up deficiencies, either by examination or by class work, at the option of the department concerned.
- (d) Applicants presenting credentials from institutions of the college grade will be assigned to such advanced standing as, in the judgment of the Committee on Advanced Standing, their credentials may entitle them to; provided, all such students shall be required to spend at least one year in attendance at the Normal School before receiving the diploma of graduation.
- (e) Teachers of experience, holding either the grammar school or the first grade certificate, not candidates for graduation, will be admitted as visiting teachers for the purpose of doing special work.
- (f) All applicants will be examined in literacy, and any applicant found deficient in ability to read with clear and pleasing expression, to write a good theme, and to show a reasonable degree of knowledge of current events and modern thought, will be either refused admission or required to make up his deficiency in the preparatory department of the school.

ADVANCED STANDING.

Experienced teachers holding the grammar-school or first-grade certificate will be admitted to the Normal School upon presenting such certificate, together with satisfactory letters of recommendation. They will receive such credit as their preparation and *successful* experience may warrant. On the other hand, they will be required to make up such deficiencies as their work in the school may reveal.

Credits for successful teaching may be given on the following basis:

For 4 or more years	10	units
For 2-4 years	71/2	units
For 1-2 years	5	units

Less than one year in teaching will not be recognized.

A unit is defined as the equivalent of 1 hour of work a week pursued for 15 to 20 weeks.

One year of teaching will be interpreted to mean not less than eight months.

Students who have been graduated from an accredited High School or its equivalent, and who have also had not less than one continuous year of successful experience in teaching may be given a course covering three semesters, and embracing not less than 60 units (including teaching conferences).

Credits obtained in the State Normal Schools of California or other states, or in colleges and universities of recognized standing, will be honored so far as they cover the work of the regular course of study in this school.

The Committee on Advanced Standing, in arranging programs for students admitted under the foregoing conditions, will first provide for courses in Education, adding other branches to complete the required number of hours.

* * * * GRADUATE COURSES.

Advanced courses in such subjects as Drawing, Manual Training, Music, and Household Arts are offered to graduates of Normal Schools, Colleges, or Universities of recognized standing. The courses necessarily presume an amount of preliminary training in these subjects not less than that required of the undergraduates in this school.

The aim of these courses is to prepare special teachers to take charge of special branches in elementary schools. It is presumed that only those having interest and ability along the lines suggested will desire to make any one of them a specialty. To such students these courses will offer the opportunity of preparing themselves (a) to supervise the work in Drawing, Manual Training, Cooking and Sewing, or Music throughout the grades in some one school building in a city which employs a general director of the subject; or (b) to direct the work in the chosen line in all the grades of a smaller city or town.

Students satisfactorily completing any of the courses will be given certificates of proficiency signed by the proper Normal School authorities.

* * * * RECOMMENDATIONS.

All candidates for admission must present one or two letters of recommendation from responsible people—former teachers, where possible. Applicants from other Normal Schools, or schools of equivalent grade, must file with the registrar honorable dismissal certificates, signed by the proper authorities of the schools or colleges last attended by said applicants. Each honorable dismissal certificate should state the educational record of the applicant.

* * * * HIGH SCHOOL CERTIFICATION.

The law provides that the State Board of Education shall prescribe the general rules upon which County Boards and County and City Boards of Education may grant regular high school certificates.

Those general rules have been thus formulated:

1. High School Certificates may be issued under the provisions of section 1521, subdivision 2(a), and section 1775, subdivision 1(a), of the Political Code of California, as follows:

(a) To candidates who have received the Bachelor's Degree from a college requiring not less than eight years of high school and college training, and who submit evidence that in addition to the courses required for the Bachelor's Degree they have successfully completed at least one year of graduate study in a university belonging to the Association of American Universities; which year of graduate study shall include one half-year of advanced academic

study (part of the time, at least, being devoted to one or more of the subjects taught in the high school), and such other time in a well-equipped training school of secondary grade directed by the Department of Education of any one of the Universities of the Association, as

may be necessary to fulfill the pedagogical requirements prescribed by this Board,

(b) To candidates who have received the Bachelor's Degree from a college requiring not less than eight years of high school and college training, and who submit evidence that in addition to the courses required for the Bachelor's Degree they have successfully completed at least one half-year of graduate study in a university belonging to the Association of American Universities, which half-year of graduate study shall consist of advanced academic study (part of the time, at least, being devoted to one or more of the subjects taught in the high school); and six months as student teachers in a well-equipped school of secondary grade directed by a California State Normal, or its recognized equivalent, under conditions conforming to the requirements prescribed by this Board as the minimum amount of pedagogy.

(c) The minimum amount of pedagogy which section 1521, subdivision 2(a), the Political Code, directs the State Board of Education to prescribe, is hereby declared to be as follows:

Satisfactory completion of courses, suitable and essential to acquiring efficient skill in teaching and an intelligent comprehension of the scope, and the attainable goals in high school instruction; said courses to be equivalent to not less than twelve hours per week for one half-year; provided, that at least one third of this work shall consist of practical teaching under the direction of supervising instructors of academic competency and breadth of pedagogic comprehension who, for a period of not less than two years, have taught the subjects in which they supervise.

2. In lieu of the pedagogical training above prescribed, candidates may submit evidence showing that they are graduates of a California State Normal School, or other Normal School officially recognized by this Board as of equivalent rank, or have taught with decided success as regular teachers or as principals at least twenty months in any reputable school, elementary or secondary; and provided, that until further notice, the practical teaching prescribed may have been pursued in schools of grammar or secondary grades, in connection with a California State Normal School or under the direction of the Department of Education of the University of California or of Leland Stanford Junior University, as evidenced by a certificate of proficiency.

3. The institutions embraced in the Association of American Universities, mentioned in

Rule 1 hereof, are the following:

University of California, Berkeley, Cal.; Catholic University of America, Washington, D. C.; University of Chicago, Chicago, Ill.; Clark University, Worcester, Mass.; Columbia University, New York City, N. Y.; Cornell University, Ithaca, N. Y.; Harvard University, Cambridge, Mass.; Johns Hopkins University, Baltimore, Md.; Leland Stanford Junior University, Palo Alto, Cal.; University of Michigan, Ann Arbor, Mich.; University of Pennsylvania, Philadelphia, Pa.; Princeton University, Princeton, N. J.; University of Wisconsin, Madison, Wis.; University of Virginia, Charlottesville, Va.; Yale University, New Haven, Conn.; University of Illinois, Champaign, Ill.; University of Missouri, Columbia, Mo.; University of Minnesota, Minneapolis, Minn.

By vote of the California State Board of Education, of date February 10, 1911, the University of Southern California was given secondary certificate rights.

The State Normal School of San Diego, being provided with a preparatory department embracing all high school grades, is especially fitted to furnish to a limited number of college graduates the opportunity for the practice teaching in a "well-equipped school of secondary grade" (see *b* above) required of them as candidates for the High School Certificate.

HALF-YEAR COURSE FOR CANDIDATES FOR THE HIGH SCHOOL CERTIFICATE.

I. Teaching at least two secondary classes per day for one semester under supervision, together with preparation of detailed lesson plans and outlines.

At least 10 hours per week for one semester.

II. Teaching conferences.

2 hours per week for one semcster.

III. Assigned readings, reports, and discussions, relating to the fundamental principles of both elementary and secondary education.

3 hours per week for one semester

FOREWORD.

The main purpose of the Normal School is to prepare proper persons to teach in the public schools of this State. No one unsuited to this service because of temperament, or because of ill health or physical disability, should apply for admission. The standards of the teaching profession are higher each year, not alone in scholarship, but especially along the lines of personal power and general culture. It is the aim of the school to furnish the student both opportunity and help in acquiring the preparation which he needs to become a successful teacher.

Students will be admitted to practice teaching in the training school only by

vote of the faculty.

EXPENSES.

Students are required to furnish their own text-books. Tuition is free in all departments. An incidental fee of one dollar per term will be charged every student.

The school has no dormitories, but rooms and board may be obtained at reasonable rates in suitable homes, recommended by the Preceptress of the School, where proper supervision will be exercised. The Preceptress must be consulted before boarding places are selected. Letters of inquiry may be addressed to her at any time, and she will be found in her office one week before the opening of the school.

In this connection, a word to parents will not be out of place. The management of the school deprecates very much the plan of self-boarding on the part of students. It has been found that they can rarely bestow the time, care, and judgment necessary for the choice and preparation of nourishing, wholesome food, and that frequently a low grade of school work or absolute failure may be traced directly to the lowered vitality resulting from improper nourishment and insufficient care of the body. The time is near at hand when tests of physical, as well as mental, fitness will be required of every teacher, and for preparation to meet these there must be ample time for out-of-door sports and exercises. Time for play is as necessary as time for work, and the student who boards herself seldom has this.

* * * * * RULES GOVERNING LEAVE OF ABSENCE AND WITHDRAWALS.

1. Students desiring leave of absence for one day only shall make oral application to the Preceptress.

2. Students desiring leave of absence for more than one day shall make their request in writing, and the petition must specify both the length of time and the reason for which such leave is desired.

This rule will apply also to students who find it impossible to return on the first day next succeeding any vacation.

3. When any student shall withdraw from the school without giving proper notice to the President, or, in his absence, to the Preceptress, or shall have been continuously absent for two consecutive weeks, without satisfactory explanation, the name of such student will be dropped from the roll, and no record of honorable dismissal will be made.

4. Students whose names have been dropped from the roll shall be reinstated only by a vote of the Faculty.

CONDITIONS AND FAILURES.

A student conditioned in any subject may arrange with the instructor concerned for such supplementary examinations or study as will make good the deficiency. If such deficiency is not removed by the middle of the succeeding semester, it will be recorded as a failure.

RIGHTS OF GRADUATES.

The rights and privileges of graduates of California State Normal Schools are defined in section 1503 of the Political Code, the principal features of which are as follows:

The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue diplomas of graduation to those students who worthily complete the full course of study and training prescribed.

Said diploma shall entitle the holder thereof to a grammar school certificate from any county or city and county board of education in the State.

Whenever any county or city and county board of education shall present to the State Board of Education a recommendation showing that the holder of a California State Normal School diploma has had a successful experience of two years in the public schools of this State subsequent to the granting of such diploma, the State Board of Education shall grant to the holder thereof a document signed by the President and Secretary of the State Board, showing such fact. The said diploma, accompanied by said document of the State Board attached thereto, shall become a permanent certificate of qualification to teach in any primary or grammar school in the State.

Graduates of a State Normal School desiring, either immediately or after a few years' experience in teaching, to continue their studies at the State University or at Leland Stanford Junior University, may enter either of these institutions with advanced credit. To obtain this credit it is necessary to present with the diploma of graduation a special recommendation from the Normal School Faculty.

EQUIPMENT.

The library contains over eight thousand carefully selected volumes, and is supplied with the standard periodicals.

The physics, chemistry, biology, and domestic science laboratories are thoroughly equipped with the most modern apparatus.

The room for drawing and manual training is furnished with eighteen double work benches and all necessary tools. It is a large room, 50 by 50 feet, with a nothern exposure, thus insuring a steady light, and is well supplied with reference books, photographs, casts, and objects for still-life study.

The gymnasium, located in the west wing, is a large room, 36 by 74 feet and 18 feet high. The equipment, intended for the Ling or Swedish system of gymnastics, is ample to meet all requirements of the course in physical education.

During the coming summer a lath house, a cloth house, and other facilities for work in elementary agriculture and horticulture will be provided, and ground upon the campus, additional to the school garden, will be prepared for agricultural experimentation, including irrigation.

ATHLETICS.

The school buildings are located on a mesa three hundred and fifty feet above the bay and are surrounded by a campus of sixteen and one half acres, which affords large opportunities for out-of-door sports and games. There are three tennis courts of decomposed granite, and separate courts for basket ball and captain ball. Tennis is the ever-popular game, while other games come and go with the seasons.

The sports of the students are under the direction of a Faculty committee working with the department of Physical Education.

The Rowing Association, which was formed early in the history of the school, presents the most active phase of student athletics. This association, which consists of six crews, owns a well-equipped eight-oared barge. Each crew has its student officers and its regular day for rowing. The superior officers are a commodore and a business manager chosen from the Faculty.

A large and thoroughly modern playground is now under construction on the campus north of the training school. It will contain an enclosed yard equipped with the best apparatus for the younger children of the training school, and an athletic field, with track, baseball diamond, football field, etc., for the older boys.

THE CLIMATE OF SAN DIEGO.

By Local Forecaster Ford A. Carpenter, U. S. Weather Bureau. Revised March 21, 1910.

Since the beginning of meteorological records, the temperature has averaged less than one hour per year above 90 degrees. Highest and lowest temperatures ever recorded are 101 degrees and 32 degrees. The thermometer has never gone below 32 degrees, although the records extend back to 1871.

The annual rainfall in San Diego averages ten inches. Back from the coast, the rainfall increases to over forty inches. It is in this well-watered region that the magnificent water supply of San Diego is located.

The sea breeze keeps San Diego cool in summer, and warm in winter, and the near-by mountains and desert give it a dry marine climate. The wind averages five miles per hour throughout the year.

The sun shines in San Diego on an average of 356 days a year. The photographic sunshine recorder shows that for over twenty years there has been an average of less than nine days a year without one hour or more of sunshine.

Temperatures are usually shown on a globe by lines which pass through regions of the same degree of heat or cold. Red lines of 60 degrees and 70 degrees showing the summer temperature at San Diego also inclose Alaska and Siberia. Blue lines of 50 degrees and 60 degrees, showing the winter temperature at San Diego, inclose Egypt and Arabia. Thus San Diego may be said to have Alaskan summers and Egyptian winters.

From U. S. Weather Bureau Records.

PROFESSIONAL COURSE.

Junior Year. First Semester.	SENIOR YEAR. First Semester.			
Education I	$\frac{1}{3}$ Education III Hours. $\frac{1}{2}$			
Physiology or Geology or Astronomy	Second Semester. 3			
Teaching Conferences				
Conferences. 4 hours per week for 5 to 10 weeks. Teaching II. (a) Geography and Nature Study. 3 hours per week for 10 weeks. Conferences. 1 hour per week for 10 weeks. (b) Physiology, Hygiene and Sanitation. 2 hours per week for 10 weeks.				
Teaching III. Conference. Conference. Conference.	I hour per week for 10 weeks. I hour per week for 10 weeks. S hours per week for 10 weeks. 2 hours per week for 10 weeks.			

*French or German or Spanish may be taken instead of these subjects by students intending to enter either the University of California or Leland Stanford Junior University, provided that a satisfactory test in literacy is passed. English I: Review of grammar and practice in reading and oral and written composition. English II: Oral expression and a course in the literature of the elementary school.

Subjects a, b, c, d (senior year) to be offered in either semester. Every student teacher must teach reading, and, as a part of conference work, do one hour a week of teaching of expression. Particular attention will be paid, in both normal and training school, to the culti-

vation of the speaking voice.

SAN DIEGO STATE NORMAL SCHOOL.

Teaching IV. History and Civics. Conference.

Teaching V. (a) Music.

Conferences.

Conference.

(b) Drawing and Manual Arts.

5 hours per week for 10 weeks. 2 hours per week for 10 weeks.

5 hours per week for 5 weeks.

2 hours per week for 5 weeks.

5 hours per week for 5 weeks. 2 hours per week for 5 weeks.

Note.—No student whose record in the five teachings is unsatisfactory will be permitted to take an elective subject, but will be required instead to repeat any teaching in which she was particularly weak, or to supplement it by that one of the divisions of Teaching I not taken.

BRIEF DESCRIPTION OF THE PROFESSIONAL COURSES.

A basis of theoretical knowledge is considered essential to the highest success in any profession. So, in education, a knowledge of the fundamental laws underlying mental development is valuable to the student teacher as a basis upon which to build up an intelligent practice.

The usual method of presenting the theory of education under such heads as "Psychology," "Child Study," "Pedagogy," etc., is not followed, but such material is selected from all of these fields as seems most valuable for advancing the student's knowedge along three lines,—child nature and development, the ends of education, and the means to be employed in the process. The work throughout consists of lectures, readings, reports, papers, and class discussions.

Education I.

In this course education is viewed from the standpoint of biology. The chief periods in child development are considered, and the student is accustomed to the idea of education as a growth. In a discussion of the meaning of the long period of immaturity among human beings, the student is given some conception of its significance for education, and is prepared to consider next the two great factors in growth,—heredity and environment. Then follows a discussion of the method of education, through imitation, suggestion, play, and work. The course concludes with a study of desirable character as the chief end in education. The aim of the course throughout is to give the student a view of education as a life-process rather than a process confined to the schoolroom.

3 hours per week for one semester.

Education II.

The second part of the course views education from the standpoint of psychology. The following topics are discussed: the relations of mind and body; conscious states and processes,-attention, perception, association, memory, imagination, apperception, reasoning, and judging; the control of conscious processes, instinct, feelings and emotions, practice and habit, will. Some attention is also given to abnormal psychology and individual differences in children. The aim is to apply the psychological knowledge gained directly to problems in education, and many topics usually considered under the head of "General Methods" are given consideration here.

3 hours a week for one semester.

Education III.

The third part of the course includes:

- (a) The History of Education, which includes an intensive study of the lives and teachings of a few of the greatest educators, and lectures upon some notable school systems and great social movements which have strongly influenced education.
 - (b) A seminar upon methods of study and teaching children how to study.

Education IV.

(a) The Elementary Curriculum. (As it stands.)

Social Education. A study of the social aspects of education is made under such topics as "The School and Democracy," "The School and the Industrial Order," "The School and the Church." Some time is also given to the attempts of modern society to "socialize" and educate certain classes,—as criminals and delinquents, defectives and immigrants.

3 hours a week for one semester.

* * * *

PRACTICE TEACHING.

Each teacher teaches in the Training School during the entire Senior year, one hour per day during the first term and two hours per day during the second.

In order that each student may have experience in the typical subjects of the elementary curriculum, these subjects are classed into six groups. The teaching in each group is supervised by one or more members of the Normal School Faculty. This supervision consists of the directing of the daily teaching by means of lesson plans, model recitations, and individual suggestions, and of instruction in a class composed of all the student-teachers of the group. This class meets regularly for the discussion of the practical problems connected with the daily recitation, the material to be presented, the mental processes involved in thinking and acquiring the subjects, the educational service of the subjects, and the most effective methods of presentation. In addition to the model recitations and suggestions given in the course of the inspection of class work, each supervisor conducts a formal model recitation weekly in some one of the respective grades.

Teaching assignments are so made that each student teaches in primary, intermediate, and upper grades. Credit in "Teaching" is given when the student-teacher is deemed by the supervisors of the several groups a fit and responsible person to be entrusted with the care of a public school.

Practice teaching in the Training School is supplemented by the observation of teaching in city and rural schools, and by cadet service in the schools of San Diego.

OUTLINE OF THE PROFESSIONAL COURSES.

ENGLISH.

(I) For this course the students of the Junior class will be divided into groups, based upon the results of the examination in literacy, and each group will be given the work that it most needs, with reference both to general culture and to teaching of English in the elementary schools.

5 hours a week for one semester.

(II) Oral expression, and a course in the literature of the elementary school. $2\frac{1}{2}$ hours a week for one semester.

* * * * LITERATURE (Elective).

This course is intended to give a general survey of the development of English Literature. Lectures will be accompanied by class study of typical masterpieces. While the emphasis will fall upon the far separated Anglo-Saxon and Victorian days, the work will be so planned that the student should secure the following

which have persisted in English literature; (2) an acquaintance with the great periods in the evolution of our literature, and a study of the reason why certain literary species—epic, drama, fiction, criticism, etc.,—have appeared or culminated in certain epochs; (3) above all, a feeling for the nature and worth of literature itself.

5 hours a week for one semester.

* * * *

CONTEMPORARY HISTORY.

This is an advanced course occupying one semester. The aim is to trace the social, political, and economic development of Europe and America from the Revolutionary War and the French Revolution to the present time. The modernizing of Europe, through the agency of the French Revolution and the Napoleonic epoch, is first considered somewhat in detail. The reaction following the Congress of Vienna, the aims of the movement directed by the "Holy Alliance" and its effects on Europe and America next receive attention. The "Industrial Revolution" and the struggle for constitutional government are then taken up, leading to a contemplation of the "Era of Reform" in England, the evolution of representative government on the continent of Europe, and the independence of the Spanish American colonies. Finally, a superficial study is made of contemporary civilization, involving such topics as (1) The present political situation in Europe. (2) Economic tendencies. (3) Social readjustments.

21/2 hours a week for one semester.

* * * * MATHEMATICS.

Arithmetic. This course is designed to include preparation from the method side as well as a careful review of the more difficult parts, with the aim of bringing out the simplicity and unity of the subject. Following as it does the courses in Algebra and Geometry, it is aimed to give a more comprehensive view of the subject than would be possible without preparation. The first part of the course is devoted to Primary Number Work, and the remainder of the term to Advanced Arithmetic.

- (a) Primary Number Work. This part of the course begins with a series of lectures and illustrative lessons on number work for the third and fourth years of the elementary schools, embracing the forty-five combinations and their application to addition and subtraction; development of the multiplication-division table, and its application to multiplication and division; notation and numeration; a few of the simpler tables of weights and measures considered concretely, together with examples in reduction, addition, subtraction, multiplication, and division involving these tables; the development of the fraction, including the decimal to hundredths, accompanied by many very simple examples illustrative of the principles that underly nearly all the operations in common and decimal fractions.
- (b) Advanced Arithmetic. The immediate purpose of this part of the course is threefold, viz.: to review and strengthen previous knowledge, to acquire accuracy of computation, and to lead the student to comprehend the true philosophy of arithmetic by a thorough comprehension of its basic principles and the consequent discovery of identities. It too often happens that the work of students in arithmetic is a mere "juggling with numbers" to secure the "answer," and, to avoid this, great care is exercised by the department to present the subject in as realistic and tangible form as possible, so that the student may acquire the habit of form-

emphasis is placed upon the importance of thoroughness and accuracy in the fundamental operations.

21/2 hours a week for one semester.

Text.—New State Arithmetic, supplemented by work from reference books.

PHYSICAL GEOGRAPHY.

This course consists of lectures upon astronomy, study of various kinds and origins of rocks found on the earth's surface, and of the laws which govern the formations of the various types of physical forms. The idea of the course is to give the student a fundamental knowledge of the facts necessary for the teaching of geography.

3 hours a week for one semester.

BIOLOGY.

This course will consist of lectures and demonstrations on the fundamental structures and functions of animal and plant forms. The correlation of the natural laws that are involved in the different functions will be particularly dwelt upon. The intent of the course will be to give those things necessary for the successful teaching of Nature Study.

3 hours a week for one semester.

PHYSIOLOGY AND HYGIENE.

This course consists of a study of the gross anatomy of the human body and of a series of experiments on the functions of the various organs of the body, supplemented by lectures and assigned reading of the standard authors. Great emphasis is placed upon such aspects of hygiene as tend to preserve and improve the health and efficiency of the human body. This course offers subject material for teaching hygiene and sanitation in the grades.

4 hours a week for one semester.

DRAWING.

I. Freehand constructive drawing from type forms.

Freehand perspective in pencil from type forms, still-life and nature.

Pencil sketching and water-color from still-life, flowers, fruits, and landscapes from memory.

Home work. Raffia weaving and whittling course suitable for county schools.

5 hours a week for one semester.

II. Pencil and color work from flowers and still-life groups; design; composition; charcoal from cast and from life.

2 hours a week for one semester.

WOODWORK.

(a) Mechanical Drawing. This course is adapted to beginners in the subject, and is related to the woodwork. Both copies and original drawings for many different sloyd models are made, such as hammer handle, coat hanger, corner bracket, book rack, towel roller, knife box, etc., etc.

One fine mechanical design is made—a surface covering.

Both mechanical and free-hand lettering are taught.

(b) Bench Work. Students first make simple articles, such as they have

different kinds of elementary joinery are taught. The student is allowed a choice in the making of different things (such as tables, book shelves, chests, chairs, etc.), provided he advanced constantly to more and more difficult work, and to work that requires the use of different tools. Good constructive design and accurate workmanship are constantly kept in mind. The work is such as might be undertaken in the grammar grades or in the first year of the high school.

3 hours a week for one semester.

MUSIC.

I. Elementary theory.

Pitch of sound. Length or duration of sounds. Intervals.

· Major scales.

Rhythm and meter.

Sight-singing.

Ear-training.

3 hours a week for one semester.

II. Elementary theory.

Review of first term.

Sight-singing continued.

Ear-training.

Minor scales.

Synopsis of harmony.

History of music.

3 hours a week for one semester.

PHYSICAL EDUCATION.

I and II. Systematic class training is required of all students except seniors. The young women are examined by the medical examiner, and can be excused only upon her recommendation. A record of the physical condition, measurements, and personal history of each student is kept, which makes possible a wise and safe direction of the activities of the individual.

The regular drill consists of formal exercises in which the corrective and hygienic motives are combined. Apparatus work is so modified as to be only a rational part of the general scheme. Club swinging is given to advanced classes.

Rhythmic gymnastics, together with folk and dramatic games and dances, are extensively used, while much time is devoted to organized games of skill. An attempt is made to arouse a spirit of genuine enthusiasm for games, both for the benefit of the students themselves and as a preparatory training for the teaching of games. Informal talks on hygiene are given, according to the special needs of the various classes.

Gymnasium suits are uniform in cut and color, hence students are advised not to have suits made before seeing the instructor of the department.

III. a. Sex Anatomy and Hygiene.

A detailed study is made of the anatomy of the human female reproductive organs, which study affords a basis for the consideration of physiological sex phenomena. Much attention is given to the large problems of sex hygiene, both for the benefit of the individual student and to give larger professional power.

b. Plays and Games.

This course deals with dramatic games and games of skill, studies being made of large numbers of both types of games, with special reference to elementary school needs.

THE HOUSEHOLD ARTS.

The course is planned to train the student along the lines of home making, with special reference to her needs as a teacher.

Dietetics. This part of the course treats of the waste and repair of the body, the proportion and kinds of food required, and the composition of various typical foods.

Theory and Practice of Cooking. General principles controlling the preparation of food for adults and children are learned through practical work in the kitchen. Instruction is given in dish washing, the care of stoves, marketing, and serving, in conjunction with the specific cooking of:

eggssaladswarmed-over dishesdessertscerealssoupsfishbeveragesvegetablesmeatsbreadsfruits

The cost of each dish prepared is estimated by students. Menus, emergency, and school luncheons are discussed.

The economical purchase and preservation of food is considered.

Emphasis is placed upon cleanliness in all matters pertaining to the household. **Sewing.** The purpose of the sewing course is to enable the student to make undergarments, aprons, plain shirt waists, dress skirts, and children's clothes. Machines are used in connection with handwork.

Talks are given on public-school sewing, on economic buying, on useful and suitable clothing, on beauty and good taste.

Such details in millinery are taken up as will help students to make their own hats with the least expenditure of time and money, and to select pleasing designs and materials suitable for the occasion and the individual.

Cooking, 5 hours a week for one semester. Sewing, 3 hours a week for one semester.

* * * * GERMAN.

I and II. The purpose of this course is to enable the student to read easy German prose and verse; to translate simple English sentences into idiomatic German; and to gain an accurate knowledge of the important essentials of German grammar, including the inflection of substantives, adjectives, and the conjugation of weak verbs and the more usual strong verbs, the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the essentials of syntax and word order.

5 hours a week for one year.

FRENCH.

I and II. The purpose of this course is to enable the student to obtain a sufficient knowledge of the French grammar and the vocabulary accompanying it, to enable him to read simple French and to translate English sentences into idiomatic French. Drill will also be given in dictation, and a fair conversational knowledge of the language will be acquired.

5 hours a week for one year.

III and IV will be anonunced later.

* * * * SPANISH.

An elementary course of two years, as prescribed in the University of California entrance requirements.

BRIEF DESCRIPTION OF GRADUATE COURSES.

DRAWING.

This course consists of:

(1) Advanced problems in perspective; (2) short course in mechanical drawing; (3) color sketching, still-life, flowers, and landscape work, pencil sketching from still-life; (4) charcoal from cast and life; (5) conventional design and composition; (6) clay modeling from cast; (7) history of architecture, painting, and sculpture.

15 hours a week for one year.

WOODWORK.

Prerequisite: The undergraduate courses in drawing and woodwork described in the foregoing pages, or their equivalent.

The graduate course in woodwork consists of advanced mechanical drawing and benchwork, including joinery—the application of the dowel, half-lap, dovetail, and other points to furniture and other articles of household use. Incidentally, a study of woods is made, as to their growth, milling, and suitability for different constructive uses.

Students taking this course are required to teach woodwork to the grammar-grade boys in the training school two hours a week for twelve weeks.

15 hours a week for one year.

THE HOUSEHOLD ARTS.

The graduate course in the Household Arts consists of lectures, laboratory work, essays, and collateral reading.

The following general topics are covered: the composition and nutritive value of foods; recent investigations in food chemistry and human nutrition; fundamental principles and process of cookery; comparative study of cooking apparatus and fuels; plans and equipment of school kitchens; production and manufacture of foods; food legislation. It is designed to give the student a thorough knowledge of the theory and practice of cookery and to aid her in arranging subjectmatter for teaching. Special attention is given to scientific methods of work and to the adaptation of such methods to the school.

The course in sewing is given with direct bearing on its application to school work. Garments are made; teaching and supervising are discussed; textiles and processes of manufacture with the evolution of dress are studied.

15 hours a week for one year.

MUSIC.

The graduate course is devoted to the pedagogical consideration of music from the first grade to the high school, inclusive. It includes general methods, theory and analysis, history of music, bibliography, harmony, sight-singing, song interpretation, and chorus work.

15 hours a week for one year.

OUTLINE OF THE COURSE OF STUDY IN THE TRAINING SCHOOL.

FOREWORD.

The Training School consists of the twelve public school grades, in which the usual elementary and secondary branches are taught.

Beginning in September, 1911, the training school will be organized, (1) as an elementary school, including the first six grades; (2) as an intermediate school, including grades seven, eight, and nine; and (3) as a secondary school, including grades ten, eleven, and twelve.

All teaching in the Training School is closely supervised by members of the Normal School faculty. Practice teachers are regularly observed and are called into both class and individual conferences, with a view to giving them professional help and instruction in the application of their methods.

The classes in the Training School are small, admitting of much individual instruction. Those pupils who, by reason of some defect, weakness, or other peculiar condition, need special attention, are given such attention, at the same time carrying the regular work of the grade.

To maintain normal, progressive, physical development, the health of the child, his growth, and the conditions of his sense organs, especially the eye and ear, are closely watched. The daily program offers numerous periods for rest, games, and athletics as further provision for this development, all of which, owing to the climatic environment, are of the outdoor type throughout the year.

The outline of studies, which follows, is arranged for the purpose of indicating the more important working units in the various branches as they are developed in each grade. While no attempt has been made to present a completely arranged course of study, it is believed this outline will be found workable, giving due recognition to such phases of correlation as, the past with the present, the school with life, and subject with subject, and in harmony with much of the best educational practice. As the subjects are presented certain aims are to be noted: (1) Arithmetic is taught, not primarily as a mental discipline, but to enable the child to solve the ordinary, rather than the technical, problems which confront him in actual life, and to do so with efficiency and dispatch. This makes the mastery of all the fundamental combinations, tables, and processes most essential, in view of which sufficient drill work is insisted upon to make them permanent. (2) Formal language work is based on the idea that the mastery of the art of right usage is the fundamental aim, and that formal grammar has a limited place in the elementary school. Attention is centered on developing ability to speak, read, and write the language freely, clearly, concisely, and correctly. For this end the child is given frequent opportunity and constant encouragement to express his thoughts, orally at first, and afterwards in written form, when the mechanical side of writing shall have become a less conscious process. From this standpoint, all the subjects of study become tributary to language work through the abundance of rich thought content which they have to offer; history and literature. particularly so, through the attention they give to reproduction on the part of the child. (3) Literature covers a wide range of stories and readings from excellent sources that are believed to be within the grasp of the child's interest and appreciation. The setting of the story, the "painting" of the picture from the printed page. the spirit, the joy, the getting of the author's thought and purpose, rather than technical considerations, are aims to be emphasized. (4) History is taken up in

the first year and continues throughout the elementary grades. Conditions and activities that have marked the progress of civilizations, especially as regards the social life of man, are first noted in a study of simpler society, that of primitive peoples. The work centers about the evolution of the more fundamental economies and industrial activities and the gradual development of other interests from these. This is followed, in the immediate grades, by a study of typical early historical peoples, and a study of some of the peoples and noteworthy historical movements of mediæval Europe down through modern European history; and through English history to the discovery and early settlement of America. Formal United States history occupies the seventh and eighth grades. In all the grades, appropriately selected interpretative material (folklore, myths, literature, the fine arts) is introduced, the purpose being to place before the child the spiritual, idealistic side of man's development as seen in his attempt to interpret himself and his environments. The method of study includes correlations with geography and nature study, with literature, and with the manual arts, where opportunities for such correlation occur; and dramatization, wherein the child lives the experiences of the past through vivid portrayal. (5) Geography deals particularly with the relationship of man to geographic environment, and, in a correlative way, to social environment. Life responses to geographic conditions, life activities of races and peoples from the view-point of geographic regions rather than political divisions rightfully claim much attention in the study of geography. Therefore, all those phases of the earth's topography and physical conditions bearing directly on the above are clearly pointed out and their significance is carefully discussed. Parallel with this, and in recognition of the world-wide reach of commercial enterprise, considerable attention is given to the mastery of all locational features that have assumed more than national importance, the device used being largely that of map-sketching. Beginning with home geography in the third grade, the work of the fourth grade reaches out to a study of the larger facts rather than a detailed study of the United States. The study of the southern continents, the oceanic islands, and Eurasia occupy the fifth and sixth grades. North America and a thorough regional study of the United States are assigned to the seventh grade, stress being laid on the interrelation of physical conditions and industries. The eighth grade work centers about a study of world regions (as represented by the different countries) viewed from their industrial and commercial relationship, with special reference to the comparative importance of our own country. (6) Nature study from the standpoint of economic values aims to develop the knowledge and ability to control nature, making it subserve the needs of man; from the standpoint of æsthetic values it should cultivate and develop an appreciation of the beauty of nature in all its forms, leading the child to love nature. In addition to these, moral and spiritual values are inherent in nature study, though as an aim they are entirely incidental. Through much usable knowledge of practical importance, through the appreciation of the utilitarian value of plant life and animal life, and through the æsthetic values that may be gained from the work, the child will grow naturally into a sympathetic attitude toward nature; he will come to realize "that unnecessary and wanton injury or destruction of either plants or animals is uneconomical, positively injurious to society, and reacts detrimentally upon the character of the offender." The importance of relating the work to the child's immediate environment is kept distinctly in mind in the selection of material; and in the organization of this material, both biological and physical phases receive attention, each of which is devéloped as it relates itself to life needs. Considerable emphasis is given in the eighth grade to a comparatively thorough study of human physiology and the hygiene related thereto. Public

sanitation and hygiene are given due recognition. (7) Music in the elementary grades is largely devoted to songs-songs full of rhythm, melody, and spontaneity. The basic idea is that music, to be an element of real value, must be dealt with from the emotional or artistic side, that thus it must cultivate love and enjoyment of good music and develop in a gradual way good musical taste and judgment. Therefore, care is given to the selection and gradation of music. The texts of songs must represent standard literary value, the music of songs must possess recognized excellence, and each must be found within the child's range of appreciation. While the technique of music is of secondary importance, it is not, however, neglected. In handling this phase of the work an attempt is made to present in as simple and fascinating a manner as possible the underlying reasons or rules governing the songs which the children have learned to love, and to afford sufficient drill upon them to enable pupils to reach a fair degree of proficiency in formal sight reading. Careful attention is given to ear-training, with a view to sharpening tone perception and establishing tone relation, and to voice culture with a view to preserving and cultivating the pure, light, unconscious tone belonging to childhood. To serve as an inspiration to freer and better interpretation, appropriate studies of the lives of some of the masters of music are provided in the higher grades. (8) The manual arts include three groups of activities, involving the manipulation of materials. To be able to know the good in art, and to appreciate it and love it are the important factors throughout work in drawing. Decorative design, illustration of stories and poems, landscapes, and life forms in nature are some of the motives furnished, the responses to which are of the free-expression type. In fact, self-expression characterizes all the drawing of the training school save in the mechanical drawings of designs and plans. Studies of masterpieces in painting and sculpture particularly, and, to a less extent, in architecture are given due emphasis. In manual training, adult standards may be too easily forced upon the child, whereas accomplishment may better be measured in terms of his growth. Motive, freedom of expression, growth in ability to see and appreciate and express details in their true relationship, are the more important ideas. Therefore, after a brief introduction to the fundamental processes, in prescribed manner, it is believed that these same processes will function more thoroughly and permanently through granting the child a liberal selection of articles to construct. In the household arts each phase of the work is studied in its relation to present day social needs, an understanding of the meaning and significance of each phase being emphasized along with the development of reasonable technical skill. Sources of material, commercial processes, economic values, cultivation of taste and good judgment, self-helpfulness, and the economics of buying are aims upon which much stress is laid in this field of study. In all of the three divisions noted above, the thought side is an element of great, if not paramount, importance; and, in order that a mere making of things may not become the sole end in view, a due proportion of time is given to the consideration of thought values. (9) The study of foreign languages beings in the intermediate school, with French or Spanish in the seventh grade, and Latin in the ninth grade. The so-called "natural" method is used largely, but not exclusively, in the teaching of modern languages in the seventh and eighth grades. (10) The work of the tenth, eleventh, and twelfth grades is outlined in the course of study printed below. It is the aim of this course to give graduate students who are candidates for the State high school certificate practice teaching in a course of study which is so flexible that it may be taken (1) as a finishing course, (2) as a course preparatory to university study, (3) as

a course leading up to normal school training. (11) Physical training. This is accomplished in the elementary school through a course in play and games, given by student-teachers under the supervision of the department of Physical Education, and by giving the children access to a well-appointed playground on the school campus, where their activities are competently supervised. In the intermediate and secondary divisions of the training school, every student is given two periods a week of gymnasium work, followed by shower baths, and is brought by careful and gradual instruction to understand the physical foundations of life, including sexual hygiene.

SECONDARY COURSE.

9 B.	9 A.
Hours.	Hours.
English 5	English 5
Algebra 5	Algebra 5
Botany or Latin 5	Botany or Latin 5
Ancient History 5	Ancient History 5
Physical Education	Physical Education
10 B.	10 A.
English 5	English 5
Geometry	Geometry 5
Mediæval and Modern History or	Mediæval and Modern History or
Botany 5	Botany 5
Chemistry or Latin 5	Chemistry or Latin 5
Physical Education	Physical Education
11 B.	11 A.
English	English 5
English History 5	English History 5
Physics or Chemistry 5	Physics or Chemistry 5
Latin \	Latin \ .
French electives 5	French electives 5
German electives	German (electives
Art or Music /	Art or Music /
Physical Education	Physical Education 2
12 B.	12 A.
English 5	English 5
American History 5	American History 5
Zoology or Drawing and Manual	Zoology or Household Arts 5
Training 5	Latin \
Latin	French electives
French electives 5	German
German electives 5	Art or Music /
Art or Music /	Physical Education 2
Physical Education 2	

Note.—The work of the ninth year, as outlined above, is planned for students entering the department from schools other than the training school. Classes in elective subjects, particularly in art or music, will be formed subject to the exigencies of program making and according to the number of students concerned. Classes of less than six (6) students will not be formed.

ENROLLMENT.

GRADUATE STUDENTS.

1910-1911.

1910-1911.	
Batty, Alice State University of Nebraska Brink, Irma State University of Minnesota Cook, Myra May State University of Nebraska Culter, Mabel State Normal School of San Diego Douthitt, Zannibel State Normal School of Indiana, Penn. Gartzmann, Pauline Leland Stanford Junior University Graves, Sarah Wood. State Normal School, Valley Center, N. D. Hammond, Dana King Dartmouth College Hoff, Eva Leland Stanford Junior University Killen, Lenore State Normal School, San Diego Langdon, Louise Blanche State Normal School, Cape Girardeau, Mo. Morgan, Jeannette C. Leland Stanford Junior University Rice, Lillian Jeanette University of California Snediker, Sadie Overing State Normal School of San Diego	
Consist Contract	
Special Students. Hensel, Kate	
RECORD OF THE GRADUATE SCHOOL.	
Recommended for the High School Certificate.	
Allen, Anna Myrtle February, 1910 Brink, Irma June, 1911 Emery, Mabel June, 1909 Gartzmann, Pauline November, 1910 Hammond, Dana King June, 1911 Hart, Jessie January, 1907 Hoff, Eva June, 1911 Lacey, Rowland June, 1908 Morgan, Jeannette C. January, 1911 Norton, Ione M. June, 1910 Ward, Helen M. June, 1909	
Granted the Special Certificate in Drawing.	
Johnston, EleanorJune, 1910	
Leovy, EdithJune, 1910	
Granted the Special Certificate in Household Arts. Bourg, Alice June, 1910 Clark, Josephine June, 1909 Douthitt, Zannibel June, 1911 Drury, Nan June, 1909 Killen, Lenore June, 1911 Purrier, Genevieve June, 1909	
Granted the Special Certificate in Music.	
Chalmers, Zoe June, 1908 Culter, Mabel June, 1911 Graves, Sarah Wood June, 1911 La Chance, Marie June, 1909 Langdon, Louise Blanche June, 1911 Oerter, Marjorie June, 1910	

Granted the Special Certificate in Woodwork.

Fenton, Laura CJune,	1908
Holmes, Minnie H	
Johnson, Amy RFebruary,	
Laughlin, MattieSeptember,	1907
Warren, Gertrude S	
Young, Lizzie R	1910

GRADUATES, SECOND SEMESTER, 1909-1910.

Archer, Ethel M	Kommers, Julia H
Astleford, ElsieSan Marcos	Mabon, OliveOntario
Backlund, Hemmie NLastia, Kan.	Marsh, Mary ESan Diego
Brown, Hazel ESan Diego	Norton, Ione MRialto
Bryan, Nita DeeSan Diego	Oerter, Marjorie
Casner, Lillie FRamona	Oliver, Henrietta L Howard City, Mich.
Chapman, Elizabeth ARedlands	Porak, IsabelSan Diego
Cherry, ZellaSan Diego	Purrier, Harriette ESan Diego
Coates, Marie MSan Diego	Ready, Grace MarionVentura
Haight, AlzoraColton	Richardson, Marion HelenFallbrook
Hall, Alice VeraSan Marcos	Riley, Bird HSan Diego
Hammack, Isabella SSan Diego	Ross, MaudEl Centro
Hatch, Faith Escondido	Smith, Mamie M
Hicks, Ethel FSan Diego	Stone, Violet PearlRamona
Higbee, Maude EPacific Beach	Tanner, Isabel J
Houghton, KatherineCoronado	Turner, Iva MaySan Diego
Hull, Annie VLakeside	Vincent, Angie BSan Diego
Irey, Gertrude MSan Diego	White, Floss B

GRADUATES, 1910-1911.

Abbey, Florence	San Diego
Abbey, Mabel	San Diego
Baty, Ida	Tulare
Beck, Mary Frances	Chula Vista
Beckler, Myrtle Elva	$\ldots. Escondido$
Brink, Irma	Holtville, Cal.
Bruce, Laura Josephine	San Diego
Campbell, Julia Ella	Bonita, Cal.
Cheroske, Emily	Long Beach
Clark, Flora May	Fallbrook
Clemmens, Margaret	Fallbrook
Colt, Leila M	San Diego
Cozens, Harold H	Encinitas
Crenshaw, Ione	San Diego
Culbertson, Anne S	El Cajon
Dorrance, N. Laura Bell	San Diego
Douthitt, Zannibel	San Diego
Feighan, Mary Grace	San Diego
Ferris, Georgie	El Centro
Firebaugh, Cornelia MI	Durango, Colo.
Fitzgerald, Mary	San Diego
Flack, Alma Edna	Lakeside
Fuller, Grace Mary	San Diego
Gartzmann, Pauline	San Diego
Hammond, Dana King	Los Angeles
Hartley, Pauline Isabelle	Upland
Hoff, Eva	San Diego
Holland, Vera Frances	San Diego
Howard, Ruth Marguerite	.Spring Valley
Juch, Flourney A	Wynola

D, 1510 1511.	
Keithley, MaudeVa	ındalia, Mo.
Kennedy, Mary JCa	ando, N. D.
Killen, Lenore	. Escondido
Kinkead, Katherine	Moosa
Kleinschmidt, Emma	.San Diego
Lane, Violet	Santa Rosa
Langford, Ruby Vyvyan	San Diego
Leovy, Adair	San Diego
Mach, Helen Elizabeth	San Diego
Martin, May Myrtle	Pomona
Meyer, Ruth Ildrie	. Escondido
Mitchell, Helen Augusta Hager	man, N. M.
Mollison, Sarah Blanche	
Morgan, Jeannette C	San Diego
Mulville, Annie Bennett	.San Diego
Munger, Clara	El Toro
Plummer, Lizzie May Stamping	Ground, Ky.
Price, Ruth	.San Diego
Rice, Lilian JeannetteN	ational City
Rieke, Ramona	Oceanside
Smith, Marjorie	San Diego
Tammen, Thusnelda	San Diego
Tracy, Bertha J	Fallbrook
Varney, Susie Maie	San Diego
Wade, Florence Lucille	San Diego
Wagner, Nada B	San Diego
Welty, Howard Otis	San Diego
Woodward, Lela Ruth	Ramona
Yates, Mabel	Elsinore

SAN DIEGO STATE NORMAL SCHOOL.

NORMAL DEPARTMENT, 1910-1911.

NORMAL DEPAR	I MEN 1, 1910-1911.
Abbey, FlorenceSan Diego	Doyle, Hazel EllaFresno
Abbey, MabelSan Diego	Doyle, Reba FletcherSan Diego
Alexander, Gwendolyn Escondido	Durbin, Mary E El Cajon
Allen, Adrienne ButtsSan Diego	Edelbrock, Mary San Diego
Arnold, Mary Caroline San Diego	Eldred Winifred ElizabethMorena
Bailey, Aura Clarissa Escondido	Ely, MarySan Diego
Bailey, LelaJulian	Farr, SadieSan Diego
Bailey, VirginiaWynola	Feighan, Mary GraceSan Diego
Ball, Veda MarNational City	Ferris, Agnes
Barnum, MyrtleEureka	Ferris, Georgia
Barstow, Mathilde	Firebaugh, Cornelia M Durango, Colo.
Batty, Alice	Fitch, GladysSanta Barbara
Baty, IdaTulare	Fitzgerald, MarySan Diego
Beale, InezSan Diego	Flack, Alma EdnaLakeside
Beale, Vivian Evelyn San Diego	Forbes, Mattie L San Diego
Beck, Mary FrancesChula Vista	Frank, Mary A Poway
Beckler, Myrtle Escondido	Fuller, Grace Mary San Diego
Bell, Ruth	Galgier, Bernice San Diego
Berger, BethelSan Diego	Garrett, MarjorieSan Diego
Blake, ElsieSan Diego	Gooch, Mary EvelynSan Diego
Bone, Blanche	Goold, EugeniaLa Mesa
Bottum, Frances RanneyLemon Cove	Goold, HarrietLa Mesa
Bourg, Evangeline	Gooldy, NellieSavery, Wy.
Bourg, Mamie LauraWatson, Colo.	Graves, Sarah WoodEncanto
Bowen, VerneRamona	Griffin, LucileOceanside
Bowler, Alice MabelSan Diego	Grout, Gladys GCompton
Bradbury, Irene Escondido	Gustine, DoraSan Diego
Branson, Edwina RubySan Diego	Gustine, Josephine
Branson, Marion AdeleSan Diego	Hall, Helen G Bostonia
Brown, GeorgianaSan Diego	Hallett, PearlCamp Verde, Ariz.
Bruce, Laura J San Diego	Hartley, Pauline I Upland
Buck, Leah Pearl Escondido	Herdman, E. LouiseJamacha
Butler, Alice May Escondido	Hinsdale, Marie C San Diego
Butts, Carolee JessieSan Diego	Hoagland, Ruth San Diego
Campbell, Julia EllaBonita	Holderness, MaryNestor
Carothers, AlvaTexas	Holland, Alice E San Diego
Carr, Clara Louise	Holland, Vera F San Diego
	Hosler, Gladys
Carr, Hazel M Colton Cheroske, Emily Norma	Howard, Ruth MSpring Valley
Chrisler, Chester F El Cajon	Humphrey, Mildred
Clark, Flora MayFallbrook	Hurd, Ada L San Diego
Clemmens, MargaretFallbrook	Hutchison, LucileNational City
Clough, Mary FrancesSan Diego	Jenkins, GertrudeSan Diego
Coates, FrancescaSan Diego	Jones, Miriam
Coleman, IrmaSan Diego	Juch, Flournoy A
Colt, LeilaSan Diego	Keithley, MaudeVandalia, Mo.
Cozens, Harold H Encinitas	Kelley, Bertha TSan Diego
Crenshaw, Ione	Kennedy, Gladys Fresno
Crockett, Laura	Kennedy, Mary JCando, N. D.
Cross, Emma J	Kennedy, Ruth CSan Diego
Cross, Louise	Kerfoot, Bey San Diego
Crum, Eddie DNational City	Killen, Lenore Escondido
Culbertson, Anne ScottEl Cajon	Kinkead, KatherineMoosa
Cutler, Evelyn Escondido	Kinnear, Edith FOmaha, Neb.
Dana, HelenSan Diego	Kleinschmidt, AmaliaSan Diego
Danielson, CharlottePoway	Kleinschmidt, EmmaSan Diego
Davidson, IdaSan Diego	Koch, Dorothy LSan Diego
De Selm, LenaSan Diego	Lane, VioletSanta Rosa
De Selm, RenaSan Diego	Langdon, Louise BSan Diego
Donahoe, Ruth MarionCalexico	Langford, RubySan Diego
Dorman, JuanitaSierra Madre	Lerchen, MildredSan Diego
Dorrance, N. Laura BellSan Diego	Leovy, AdairSan Diego
Douthitt, ZannibelSan Diego	Lightner, HelenSan Diego

NORMAL DEPARTMENT—Continued

NORMAL DEFACTMENT—Continued.	
Litzelman, MauriceNewton, Ill.	Schuneman, Annie B Escondido
Lhuillier, Elsie A	Schwab, Elsa M Ontario
Lyons, Iris	Scott, Homer DLos Angeles
Mach, Helen ESan Diego	Shea, MargaretSan Diego
Martin, May MyrtlePomona	Sinks, HelenSan Diego
Maurer, Helen JOntario	Smith, Blanche MSan Diego
Meilleur, CeliaSan Diego	Smith, Evelyn Deadwood, S. D.
Merrill, Letha MSan Diego	Smith, Josephine
Meyer, Ruth Ildrie Escondido	Smith, Marjorie
Miller, EvaSanDiego	Smith, Minerva MSan Diego
Miller, May ESanta Maria	Smith, RowenaSan Diego
Mitchell, Helen A	Snyder, BessieSan Diego
Mollison, Blanche	Stiles, Margaret MMcFarland
Mollison, Mary ESan Diego	Tammen, ThusneldaSan Diego
Molyneaux, AnnaSan Diego	Tillson, Georgia M
Morris, JosephineSan Diego	Tracy, BerthaFallbrook
Mulville, Annie BSan Diego	Tyson, RuthSan Diego
Munger, ClaraEl Toro	Van Orshoven, FrancesOtay
Myers, RuthSanta Barbara	Varney, MaieSan Diego
Neely, GaySan Diego	Wade, Lucille Florence San Diego
Parker, GraceLincoln, Kan.	Wagner, Nada BSan Diego
Pettijohn, FlorenceJulian	Wardlaw, M. JessieSan Diego
Plummer, Lizzie MStamping Ground, Ky.	Weaver, Edith MSan Diego
Price, RuthSan Diego	Welty, Howard OtisSan Diego
Ralston, Sarah M El Cajon	Wenger, MaryBuena Park
Rannow, MarionSan Diego	Wiese, Charlotte
Redfern, Florence HSan Diego	Willis, Helen
Reed, Lillie	Willson, AlbertaBurlington, Iowa
Reithardt, SophiaOrd, Neb.	Wincote, Ruth RaySan Diego
Reton, LeoraSan Diego	Woods, NancySan Diego
Riddell, GuernieSan Diego	Woodward, LelaRamona
Rieke, RamonaOceanside	Work, Minnie
Rives, JuanitaMonrovia	Yates, Mabel
Russell, OrraSan Diego	Young, MaudeSan Diego

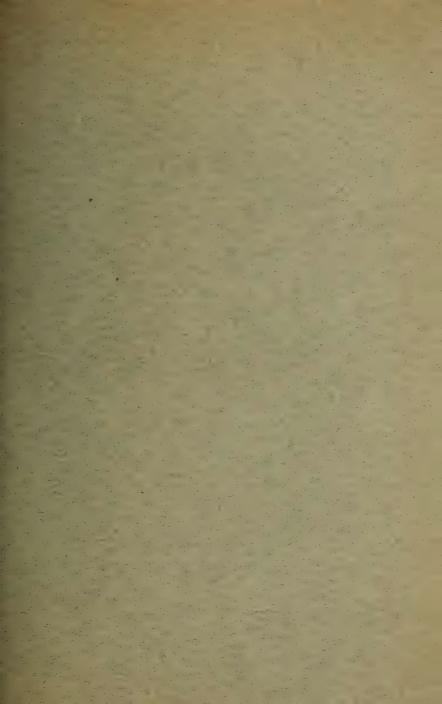
ENROLLMENT IN SUMMER SCHOOL, 1910.

BILLOBELL	
Abbey, Florence	San Diego
Abbey, Mabel	San Diego
Abbott, Mary V	Rivera
Adams, Frances E	
Amsbaugh, Amy	Lemoore
Anderson, MozelleCo	
Armstrong, Lizzie	
Bailey, Katherine	
Bagley, Laura	Los Angeles
Barwise, Annie G	Ontario
Baty, Ida	Tulare
Blake, Lois	
Boal, Alma	La Jolla
Bohannon, Ida	San Diego
Bonds, Hannah	. Paducah, Ky.
Bottomley, Ada	Newcastle
Brown, Georgiana	San Diego
Bruce, Laura J	San Diego
Butts, Carolee	San Diego
Byron, Mabel	Carlsbad
Calverley, Jean	Los Angeles
Chandler, Carrie	Orange
Clark, Anna E	Norwalk
Chenault, Beulah	San Diego
Clendennon, Myrtle	San Diego
Coiner, Frances	Santa Maria
Coop, Marion	San Diego

MMER SCHOOL, 1	1910.
Coy, Georgie	San Diego
Crabtree, Mattaline	San Diego
Cross, Nettie Irvine	San Diego
Davis, Mrs. Earl	Tuscon, Ariz.
Davis, Myrtle	Los Angeles
Dunlap, Ella L	Santa Paula
Drewisch, Josephine	Coronado
Easton, Florence	San Bernardino
Edgerton, Charles L	Nordhoff
Elam, Rachel	Dinuba
Ely, Mary	San Diego
Evans, Lulu	Orange
Farrar, Viola	Lordsburg
Fenton, Laura	Coronado
Fine, Anna	San Bernardino
Force, James G	Hollister
Foster, Florence E	Dinuba
Gibson, Josephine	Ames, Iowa
Grannis, Ellen	Coronado
Hall, Helen R	National City
Herrman, Helen	Los Angeles
Hertzbonn, Rosina	San Diego
Hodge, Emily M	San Diego
Holcomb, Avis	San Bernardine
Hulette, Gertrude	Los Angeles
Hunt, Bertha	San Diego
Hurd, Ada L	El Cajor

ENROLLMENT IN SUMMER SCHOOL—Continued.

	ZER BOILOGE Continued.	
Hurst, Nina B. Moorpark Jansen, Christine San Diego Jansen, Cornelia San Diego Jefferson, Mariana La Jolla Johnson, Elizabeth Oceansid Johnston, Eleanor Pacific Beach Keeler, Katherine Lakeside Kelton, Margaret M. San Diego Kennedy, Mary J. Cando, N. D. Kennedy, Ruth San Diego Kennedy, Ruth San Diego Langdon, Louise B. San Diego Latson, Irma Rocky Ford, Colo. Leovy, Edith San Diego Leppertt, Helena Point Loma Longenecker, Amanda Los Angeles Loveland, Nell B. Riverside Lyman, Alpha Rialto Lyons, Iris San Diego Lyster, Lilly A. La Mesa Machold, Ella Los Angeles Martin, May Myrtle Pomona Matthews, Lillie Bakersfield Mitchell, Helen A. Hagerman, N. M. MacGregor, Iona Albuquerque, N. M. Mulville, Annie Bennett San Diego Parker, Barbara Holtville Polly, Frances E. Reed, Lillie San Diego Remaly, Mary J. Richardson, Norma San Diego	Rishel, Warren H. San Bernardino Sampson, Ruth San Diego Scruggs, Elizabeth Mooresville, Ind. Sharp, Anna M. Arlington, Colo. Shea, Margaret San Diego Sheldon, Frouil Los Angeles Shumate, Mary O. Rocky Ford, Colo. Skilling, Mrs. W. T. San Diego Smith, Evelyn San Diego Smith, Evelyn San Diego Stork, Mabel San Diego Stork, Mabel San Diego Store, Bertha Ogden, Utah Story, Louise San Luis Obispo Stuart, Mary E. San Diego Sullivan, Grace San Diego Sullivan, Grace San Diego Sullivan, Nina Oscola, Nev Thomas, Laura Paducah, Ky. Thornton, Minnie B. Artesia I ruscott, Maud E. Bishop Turner, Iva San Diego Wackmesiter, Emma Sutter Creek Wade, Lucille San Diego Waldron, Isabel R. Kern Ward, Helen San Diego Waye, Adah D. Los Angeles Weaver, Stella Tulare Welty, Howard Otis San Diego Wesley, Carolee Los Angeles White, Theresa K. Anaconda, Mont Whitmore, Helen I Corona Wiard, Georgia Chula Vista Wilson, Maud T. San Diego Wrottenberg, Jeannette Santa Monica Young, Elizabeth La Junta, Colo.	
SUMMARY OF ENROLLMENT. Graduate students		
Counted twice	331	
Net enrollment, Normal Department Training School	315 399	
Total enrollment	714	







UNIVERSITY OF TELESOIS
BULLETIN

THE SAN DIEGO STATE NORMAL SCHOOL

Volume I

JUNE, 1913

No. 3

CATALOG FOR 1912-1913

Circular of Information for 1913-1914



PUBLISHED QUARTERLY BY THE STATE NORMAL SCHOOL OF SAN DIEGO SAN DIEGO, CALIFORNIA

Friend Wm. Richardson, Superintendent of State Printing, Sacramento.



BULLETIN

THE SAN DIEGO STATE NORMAL SCHOOL

Volume I

JUNE, 1913

No. 3

CATALOG FOR 1912-1913

Circular of Information for 1913-1914

ANNOUNCEMENT OF SUMMER SESSIONS

PUBLISHED QUARTERLY BY THE STATE NORMAL SCHOOL OF SAN DIEGO
SAN DIEGO, CALIFORNIA

Application made for entry as second class matter at the Postoffice at San Diego, California

FRIEND WM. RICHARDSON, SUPERINTENDENT OF STATE PRINTING SACRAMENTO, CALIFORNIA

1913



CALENDAR 1913-1914.

September 1 to 6 Registration week
September 8 Normal school class work begins
September 15 Training school class work begins
November 14 End of first quarter
November 27 to 30 Thanksgiving recess
December 20 Holiday recess begins
January 4 Holiday recess ends
January 29 End of second quarter
January 30 Mid-year registration
February 2 Mid-year class work begins
April 3 End of third quarter
April 4 to 12 Spring recess
April 13 Last quarter begins
May 1 Dedication day
June 12 Normal school class work ends
June 16 Training school class work ends
June 17 Senior class day
June 18 Commencement
June 27 to 29 Summer school registration
June 30 Summer session class work begins
August 7 Summer session ends

PROGRAM OF CONFERENCE WEEK.

Registration is completed in the week, September 1st to 6th.

In the school week beginning September 8th, the preliminary teaching conferences are held, and regular class work is begun in the Normal School.

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HIS EXCELLENCY HIRAM W. JOHNSON Governor Ex officio.						
HON. EDWARD HYATT - Superintendent of Public Instruction Ex officio.						
ISIDORE B. DOCKWEILER Los Angeles						
HON. M. L. WARD San Diego						
CHARLES C. CHAPMAN* Fullerton						
DR. FRED BAKER San Diego						
C. N. ANDREWS San Diego						
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HON. M. L. WARD President						
EDITH HUSTED Secretary						
EXECUTIVE COMMITTEE.						
HON. M. L. WARD, C. N. ANDREWS,						
DR. FRED BAKER.						

^{*}Resigned February, 1913.

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NORMAL SCHOOL.

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W. F. BLISS Dean of Normal School and Registrar
EMMA F. WAY Preceptress
FLORENCE BRYANT Assistant Registrar
MRS. CHARLOTTE G. ROBINSON Librarian
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EDITH HUSTED Office Secretary
HELEN BALLARD Faculty Secretary
TRAINING SCHOOL.
GERTRUDE LONGENECKER Director
ELISABETH ROGERS Principal, Elementary School
EDITH McLEOD Principal, Intermediate School
GERTRUDE LAWS Associate Principal, Intermediate School
EDITH HAMMACK Assistant, First Grade
SARA HERRON Assistant, Second Grade
ALICE GREER Assistant, Third Grade
MARY T. DINNEEN Assistant, Fifth Grade
NELLIE B. SEBREE Assistant, Sixth Grade
GRACELYN GLIDDEN Assistant, Music and Drawing
* <u></u>
FRED W. VAN HORNE Head Janitor and Engineer
ERNST WIEDENHOFF Assistant Janitor
GEORGE AVERBECK Assistant Janitor
J. M. TURNER Assistant Engineer and Gardener
MARTIN ROTH Gardener

FACULTY.

- EDWARD L. HARDY, PRESIDENT - School Administration

 B.L., University of Wisconsin; graduate student, University of Chicago; study of European secondary schools, 1898-1899; Head Master, Los Angeles Military Academy, 1899-1901; Principal High School, Riverside, Ill., 1901-1906; Principal San Diego High School, 1906-1910.
- W. F. BLISS, DEAN OF NORMAL SCHOOL - History and Civics B.S., Mount Union; B.L., M.L., University of California; teacher in public schools of Pennsylvania and Ohio several years; Vice-Principal Beaver High School, Pennsylvania, 1886-1889; Superintendent of City Schools, Rochester, Pa., 1889-1891; Supervising Principal, Colton, Cal., 1892-1898; Vice-Principal and Instructor in History, High School, Santa Barbara, Cal., 1899-1900; Teaching Fellow, University of California, 1908-1909. (Appointed September, 1900.)
- FLORENCE BRYANT - - Latin and English

 B.L., B.A., Mount Holyoke College; Assistant Principal, High School, Fort
 Plain, N. Y., 1895-1899; graduate_student, Syracuse University, 1899-1900;
 Stanford University, 1903; Instructor in Latin, Mills College, 1904.
- JANE BUTT - - - English and Expression

 A.B., University of Wisconsin; B.O., Northwestern University; Summer session, University of Chicago; Teacher in high schools in Wisconsin; Instructor in the University of Wisconsin; "Otis Skinner" Dramatic Company; Instructor Cumnock School of Expression, Los Angeles; Sub-head Department of Expression, Los Angeles High School.
- MRS. ADA HUGHES COLDWELL.* - Household Arts
 Grade Teacher, Alameda, Cal., Schools, 1895-1899; special study, Europe, 1899-1900; Supervisor of Drawing in Grades and High School, Alameda, Cal., 1900-1906; Special Student in Domestic Science, Teachers' College, Columbia University, New York City, 1907. (Appointed June, 1907.)
- GEORGIA V. COY - Biology and Physical Education
 State Normal School, San Diego; B.S., Columbia University. (Appointed September, 1912.)
- W. C. CRANDALL,† DEAN OF SUMMER SCHOOL, Biological Sciences A.B., Stanford University; Instructor in Science, Ogden High School, Utah, 1899-1904; Instructor in Science, Kern County High School, 1904-1905. (Appointed July, 1905.)
- OREN F. EVANS,‡ Manual Training and Athletics in Training School Life Certificate Course, Michigan State Normal College; A.B., Albion College; two years, Purdue University; Teacher in country schools of Michigan, three years; Superintendent of union schools in Michigan, three years; Instructor of apprentices with Sheffield Car Co., 1911-1912. (Appointed September, 1912.)
- JEAN KRUEGER, - - Assistant in Household Arts

 Ph.B., University of Chicago; Home Economics diploma, University of Chicago; three years a teacher in the Indianapolis public schools; one year in the Technical Normal School of Chicago. (Appointed July 1, 1913.)

MAREA R. GODD	OARD -	,	- Spani.	sh and French
A.B., Knox Colle	ege, 1911; Studen French, Ball High	t University	of Wisconsin,	1910; Instructor
Diego Normal Se	chool, 1912.	. 5011001, 04	restori, read	, 1711-1712, San

- ROSE E. JUDSON - - - - Music Supervisor of Public School Music, Elgin, Ill. (Appointed September 1, 1911.)
- EMILY O. LAMB - Drawing and Manual Training
 State Normal School, Brockport, N. Y.; Normal Art Course, Pratt Institute,
 N. Y.; Substitute in Drawing, State Normal School, Brockport, N. Y.,
 1894-1895; Departmental Drawing, grade schools, Newton, N. J., 1896-1897;
 Department of Drawing, Cumberland Valley State Normal School, Pa.,
 1897-1899; Supervisor of Drawing in grade schools and High School, Santa
 Barbara, Cal., 1900-1904. (Appointed July, 1905.)
- GERTRUDE LONGNECKER Head, Dept. of Education

 M.A., University of Chicago. Formerly head of Department of Practice
 Taching and member of Department of Education, State Normal School at
 Kirksville, Mo.; member of Department of Education, Chicago Normal
 School; special lecturer, Illinois State Normal University. (Appointed
 Sept. 1, 1912.)
- IRVING E. OUTCALT - Head Department of English

 A.B., Stanford University, 1896; A.M., 1897, University of Illinois; Head
 Department of English, San Diego High School, 1907-1911. (Appointment to take effect September 1, 1912.)
- ERNEST L. OWEN - - Director of the Orchestra
 Northwestern University; B.S., Westfield College; Oberlin Conservatory of
 Music.
- ALICE EDWARDS PRATT* - - English

 Ph.B., University of California; Ph.D., Chicago; Assistant Principal, Santa
 Rosa Seminary, 1883-1892; graduate student and Fellow, University of
 Chicago, 1892-1897; Critic in English, Vassar College, 1897-1898. (Appointed
 October, 1898.)
- RALPH S. ROBERTS - - Manual Training

 Iowa State Teachers' College; instructor in Virgil Street Intermediate School,
 Los Angeles. (Appointed Sept. 1, 1913.)
- ELISABETH ROGERS Supervising Teacher Primary Grades
 State Normal School, Albany, N. Y.; Principal Primary Department Training
 School, State Normal School, Chico, Cal., 1890-1900. (Appointed July, 1900.)
- W. T. SKILLING - - - - - - Physical Science State Normal School, Los Angeles, Cal.; M.S., University of California; teacher in public schools, Los Angeles, Cal., several years; Assistant in Physics, University of California, 1899-1901. (Appointed September, 1901.)
- JESSIE RAND TANNER - - - Physical Education
 Graduate, Boston Normal School of Gymnastics; B.S., Columbia University;
 Bachelor's Teaching Diploma, Teachers' College, Columbia University; Substitute, High School, Fort Plain, N. Y., 1897-1899; Tutor, Brookline, Mass., 1901-1902. (Appointed July, 1904.)

- ELIZABETH J. TOWNSEND Primary Reading and Literature
 Ph.B., University of Chicago; Indianapolis Normal School; Teachers' College,
 Columbia University; teacher of primary reading and literature in the
 public schools of Indianapolis and Tacoma. (Appointed July 1, 1913.)
- EMMA F. WAY, PRECEPTRESS* Reading and Preparatory Latin

 Grand River Institute, Ohio; Principal, Grammar School, Liberty, Ohio, 1876-1877; Preceptress, Grand River Institute, 1877-1878; Instructor in Mathematics, Warren High School, Ohio, 1880-1886; Student, Oberlin and University of California, 1886-1887; Principal, Southwest Institute, San Diego, 1887-1899. (Appointed October, 1898.)
- J. F. WEST - Mathematics A.B., Stanford University; graduate student, Harvard; teacher, rural schools of Illinois, 1885-1888; Principal, Compton schools, California, 1888-1893; Principal, Paso Robles High School, 1893-1896. (Appointed July, 1900.)
- JAMES G. WILKINSON - - Biological Sciences
 B.S., Northwestern University; Instructor in Biology, Elwood, Indiana, High
 School, 1906-1907; Instructor in Biology, Central State Normal School, Lock
 Haven, Pa., 1907-1908; Instructor in Biology, Burlington, Iowa, High School,
 1909-1910; Instructor in Biology, State Normal School, Superior, Wisconsin,
 1910-1911. (Appointed September, 1913.)

^{*}On leave of absence, 1913-1914.

[†]Resigned Feb. 1, 1913.

[‡]Resigned Sept. 1, 1913.

HISTORICAL.

The State Normal School of San Diego was established by the legislature of the State March 13, 1897. It has occupied the present site since May 1, 1899. During the fifteen years of its existence it has graduated eight hundred students. In September, 1910, the Training School was moved from the main building to a new building erected on the campus at a cost of \$55,000, including equipment.

REQUIREMENTS FOR ADMISSION.

Candidates for admission must be at least sixteen years of age, of good moral character, and physically healthy.

All applicants for admission must sign the following declaration:

I hereby declare that my purpose in seeking admission to the State Normal School of San Diego is to fit myself for teaching, and that I intend to teach in the public schools of California, or of the State or Territory in which I may reside.

Applicants will be admitted as follows:

- (a) Recommended graduates of accredited secondary schools of California.
- (b) Graduates of secondary schools outside of California, provided their credentials are the equivalent of recommended graduation from a California secondary school.
- (c) Applicants partially recommended, and graduates of non-accredited high schools, will be admitted conditioned upon making up deficiencies, either by examination or by class work, at the option of the department concerned.
- (d) Applicants presenting credentials from other normal schools and institutions of the college grade will be assigned to such advanced standing as, in the judgment of the Committee on Advanced Standing, their credentials may warrant.
- (e) Teachers of experience not candidates for graduation will be admitted as visiting teachers for the purpose of doing special work.

(f) All applicants will be examined in literacy, and any applicant found deficient in ability to read with clear and pleasing expression, to write a good theme, and to show a reasonable degree of knowledge of current events and modern thought, will be either refused admission or required to make up his deficiency.

Subjects are not prescribed as prerequisite to admission, except as follows:

English—Three or four years in the high school, or two years of English and two years of a foreign language.

A laboratory science—Taken in the third or fourth year of the high school.

Arithmetic—A review of, in the high school or in this school.

American History-Taken in the third or fourth year of the high school.

Deficiencies in these prerequisites may be made up in special classes.

* * * *

ADVANCED STANDING.

An experienced teacher holding the grammar-school or first-grade certificate will be admitted to the Normal School upon presenting such certificate, together with satisfactory letters of recommendation. They will receive such credit as their preparation and *successful* experience may warrant. On the other hand, they will be required to make up such deficiencies as their work in the school may reveal.

Credits for successful teaching may be given on the following basis:

For 4 or more years4	teachings	or	14	units
For 2-4 years3	teachings	or	103	units
For 1-2 years2	teachings	or	7	units

Less than one year in teaching will not be recognized.

A unit is defined as the equivalent of 1 hour of work a week pursued for 18 to 20 weeks.

One year of teaching will be interpreted to mean not less than eight months.

Students who have been graduated from an accredited high school or its equivalent, and who have also had not less than two continuous years of successful experience in teaching may be given a course covering three semesters, and embracing not less than 63 units (including teaching conferences).

Credits obtained in the State Normal Schools of California or other states, or in colleges and universities of recognized standing, will be honored so far as they cover the work of the regular course of study in this school.

The Committee on Advanced Standing, in arranging programs for students admitted under the foregoing conditions, will first provide for courses in Education, adding other branches to complete the required number of hours.

* * * * REQUIRED FOR THE DIPLOMA.

Twenty to twenty-three hours per week for four semesters.

Orchestra to be given credit as two hours a week.

Students intending to enter either the University of California or Leland Stanford Junior University may substitute (as arranged), for other subjects, two years of French or Spanish.

RECOMMENDATIONS.

All candidates for admission must present one or two letters of recommendation from responsible people—former teachers, where possible. Applicants from other normal schools, or schools of equivalent grade, must file with the registrar honorable dismissal certificates, signed by the proper authorities of the schools or colleges last attended by said applicants. Each honorable dismissal certificate should state the educational record of the applicant.

HIGH SCHOOL CERTIFICATION.

The law provides that the State Board of Education shall prescribe the general rules upon which county boards and county and city boards of education may grant regular high school certificates.

Those general rules have been thus formulated:

1. High School Certificates may be issued under the provisions of Section 1521, Subdivision 2(a), and Section 1775, Subdivision 1(a), of the Political Code of California, as follows:

(a) To candidates who have received the Bachelor's Degree from a college requiring not less than eight years of high school and college training, and who submit evidence that in addition to the courses required for the Bachelor's Degree they have successfully completed at least one year of graduate study in a university belonging to the Association of American Universities; which year of graduate study shall include one half-year of advanced academic study (part of the time, at least,

being devoted to one or more of the subjects taught in the high school), and such other time in a well-equipped training school of secondary grade directed by the Department of Education of any one of the Universities of the Association, as may

Department of Education of any one of the Universities of the Association, as may be necessary to fulfill the pedagogical requirements prescribed by this Board.

(b) To candidates who have received the Bachelor's Degree from a college requiring not less than eight years of high school and college training, and who submit evidence that in addition to 'the courses required for the Bachelor's Degree they have successfully completed at least one half-year of graduate study in a university belonging to the Association of American Universities, which half-year of graduate study shall consist of advanced academic study (part of the time, at least, being devoted to one or more of the subjects taught in the high school); and six months as student teachers in a well-equipped school of secondary grade directed by a California State Normal, or its recognized equivalent, under conditions conforming to the requirements prescribed by this Board as the minimum amount of pedagogy.

(c) The minimum amount of pedagogy which Section 1521, Subdivision 2(a), the Political Code, directs the State Board of Education to prescribe, is hereby declared to be as follows:

to be as follows: Satisfactory completion of courses, suitable and essential to acquiring efficient skill in teaching and an intelligent comprehension of the scope, and the attainable

goals in high school instruction; said courses to be equivalent to not less than goals in high school instruction; said courses to be equivalent to not less than twelve hours per week for one half-year; provided, that at least one third of this work shall consist of practical teaching under the direction of supervising instructors of academic competency and breadth of pedagogic comprehension who, for a period of not less than two years, have taught the subjects in which they supervise.

2. In lieu of the pedagogical training above prescribed, candidates may submit evidence showing that they are graduates of a California State Normal School, or other Normal School officially recognized by this Board as of equivalent rank, or have taught with decided success as equilar teachers or as principal at least twenty.

have taught with decided success as regular teachers or as principals at least twenty months in any reputable school, elementary or secondary; and provided, that until further notice, the practical teaching prescribed may have been pursued in schools of grammar or secondary grades, in connection with a California State Normal School or under the direction of the Department of Education of the University of California or of Leland Stanford Junior University, as evidenced by a certificate of proficiency

of proficiency.

3. The institutions embraced in the Association of American Universities, mentioned in Rule 1 hereof, are the following:

University of California, Berkeley, Cal.; Catholic University of America, Washington, D. C.: University of Chicago, Chicago, Ill.: Clark University, Worcester, Mass.; Columbia University, New York City, N. Y.; Cornell University, Ithaca, N. Y.; Harvard University, Cambridge, Mass.; Johns Hopkins University, Baltimore, Md.: Leland Stanford Junior University, Palo Alto. Cal.: University of Michigan, Ann Arbor, Mich.; University of Pennsylvania, Philadelphia, Pa.: Princeton University, Princeton, N. J.; University of Wisconsin, Madison, Wis.; University of Virginia, Charlottesville, Va.: Yale University, New Haven, Conn.; University of Illinois, Champaign, Ill.: University of Missouri, Columbia, Mo.; University of Minnesota, Minneapolis, Minn.

By vote of the California State Board of Education, of date February 10, 1911, the University of Southern California was given secondary certificate rights.

HALF-YEAR COURSE FOR CANDIDATES FOR THE HIGH SCHOOL CERTIFICATE.

I. Teaching at least two secondary classes per day for one semester under supervision, together with preparation of detailed lesson plans and outlines.

At least 10 hours per week for one semester.

II. Teaching conferences.

2 hours per week for one semester.

III. Assigned readings, reports and discussions, relating to the fundamental principles of both elementary and secondary education.

3 hours per week for one semester.

* * * * FOREWORD.

The main purpose of the Normal School is to prepare proper persons to teach in the public schools of this State. No one unsuited to this service because of temperament, or because of ill health or physical disability, should apply for admission. The standards of the teaching profession are higher each year, not alone in scholarship, but especially along the lines of personal power and general culture. It is the aim of the school to furnish the student both opportunity and help in acquiring the preparation which he needs to become a successful teacher.

Students will be admitted to practice teaching in the Training School only by vote of the faculty.

APPOINTMENT SERVICE.

An appointment department is maintained by the school, the principal purpose of which is to assist superintendents and trustees in securing teachers suited to their needs. Not only are recent graduates aided and directed in their efforts to secure positions, but the department aims to keep in close touch with all the alumni of the school and to assist them in all their worthy aspirations.

The normal schools of the State as yet have not been able to supply the demand for professionally trained teachers, although in some instances there may appear to be a superabundant number of applicants. This is largely owing to the unsystematic and unrestrained manner in which campaigns for positions have hitherto been conducted. The appointment departments of normal schools and colleges are striving with success to remedy these conditions, to prevent misfits, to eliminate unprofessional conduct in seeking positions, and to assist in making the business of teaching truly a profession.

EXPENSES.

Students are required to furnish their own text-books. Tuition is free in all departments. A matriculation fee of five dollars will be charged students taking special courses.

The school has no dormitories, but rooms and board may be obtained at reasonable rates in suitable homes, recommended by the Preceptress of the School, where proper supervision will be exercised. The Preceptress must be consulted before boarding places are selected. Letters of inquiry may be addressed to her at any time, and she will be found in her office one week before the opening of the school.

In this connection, a word to parents will not be out of place. The management of the school deprecates very much the plan of self-boarding on the part of students. It has been found that they can rarely bestow the time, care, and judgment necessary for the choice and preparation of nourishing, wholesome food, and that frequently a low grade of school work or absolute failure may be traced directly to the lowered vitality resulting from improper nourishment and insufficient care of the body. The time is near at hand when tests of physical as well as mental fitness will be required of every teacher, and for preparation to meet these there must be ample time for out-of-door sports and exercises. Time for play is as necessary as time for work, and the student who boards herself seldom has this.

RULES GOVERNING LEAVE OF ABSENCE AND WITHDRAWALS.

. 1. Students desiring leave of absence for one day only shall make oral application to the Preceptress.

2. Students desiring leave of absence for more than one day shall make their request in writing, and the petition must specify both the length of time and the reason for which such leave is desired.

This rule will apply also to students who find it impossible to return on the first day next succeeding any vacation.

3. When any student shall withdraw from the school without giving proper notice to the President, or, in his absence, to the Preceptress, or shall have been continuously absent for two consecutive weeks, without satisfactory explanation, the name of such student will be dropped from the roll, and no record of honorable dismissal will be made.

4. Students whose names have been dropped from the roll shall be reinstated only by a vote of the faculty.

RIGHTS OF GRADUATES.

The rights and privileges of graduates of California State Normal Schools are defined in Section 1503 of the Political Code, the principal features of which are as follows:

The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue diplomas of graduation to those students who worthily complete the full course of study and training prescribed.

Said diploma shall entitle the holder thereof to a grammar-school certificate from any county or city and county board of education in the State.

Whenever any county or city and county board of education shall present to the State Board of Education a recommendation showing that the holder of a California State Normal School diploma has had a successful experience of two years in the public schools of this State subsequent to the granting of such diploma, the State Board of Education shall grant to the holder thereof a document signed by the President and Secretary of the State Board, showing such fact. The said diploma, accompanied by said document of the State Board attached thereto, shall become a permanent certificate of qualification to teach in any primary or grammar school in the State.

Graduates of a State Normal School desiring, either immediately or after a few years' experience in teaching, to continue their studies at the State University or at Leland Stanford Junior University, may enter either of these institutions with advanced credit. To obtain this credit it is necessary to present with the diploma of graduation a special recommendation from the Normal School Faculty.

EQUIPMENT.

The library contains over nine thousand carefully selected volumes, and is supplied with the standard periodicals.

The physics, chemistry, biology, and domestic science laboratories are thoroughly equipped with the most modern apparatus.

The room for drawing and manual training is furnished with eighteen double work benches and all necessary tools. It is a large room, 50 by 50 feet, with a northern exposure, thus insuring a steady light, and is well supplied with reference books, photographs, casts, and objects for still-life study.

The gymnasium, located in the west wing, is a large room, 36 by 74 feet and 18 feet high. The equipment, intended for the Ling or Swedish system of gymnastics, is ample to meet all requirements of the course in physical education.

During the past summer a lath house, a cloth house, and other facilities for work in elementary agriculture and horticulture have been provided, and ground upon the campus, additional to the school garden, will be prepared for agricultural experimentation, including irrigation.

ATHLETICS.

The school buildings are located on a mesa three hundred and fifty feet above the bay and are surrounded by a campus of sixteen and one half acres, which affords large opportunities for out-of-door sports and games. There are three tennis courts of decomposed granite, and separate courts for basket ball and captain ball. Tennis is the ever-popular game, while other games come and go with the seasons.

The sports of the students are under the direction of a Faculty committee working with the Department of Physical Education.

The Rowing Association, which was formed early in the history of the school presents the most active phase of student athletics. This association, which consists of six crews, owns a well-equipped eight-oared barge. Each crew has its student officers and its regular day for rowing. The superior officers are a commodore and a business manager chosen from the Faculty.

A large and thoroughly modern playground has been constructed on the campus north of the Training School. It contains an enclosed yard equipped with the best apparatus for the younger children of the Training School, and an athletic field, with track, baseball diamond, football field, etc., for the older boys.

THE CLIMATE OF SAN DIEGO.

From the records of the U.S. Weather Bueau.

Since the beginning of meteorological records, the temperature has averaged less than one hour per year above 90 degrees. The highest temperature ever recorded was 101 degrees. The thermometer has but once gone below 32 degrees, although the records extend back to 1871.

The annual rainfall in San Diego averages ten inches. Back from

the coast, the rainfall increases to over forty inches. It is in this well-watered region that the magnificent water supply of San Diego is located.

The sea breeze keeps San Diego cool in summer and warm in winter, and the near-by mountains and desert give it a dry marine climate. The wind averages five miles per hour throughout the year.

The sun shines in San Diego on an average of 356 days a year. The photographic sunshine recorder shows that for over twenty years there has been an average of less than nine days a year without one hour or more of sunshine.

Temperatures are usually shown on a globe by lines which pass through regions of the same degree of heat or cold. Red lines of 60 degrees and 70 degrees, showing the summer temperature at San Diego, also inclose Alaska and Siberia. Blue lines of 50 degrees and 60 degrees, showing the winter temperature at San Diego, inclose Egypt and Arabia. Thus San Diego may be said to have Alaskan summers and Egyptian winters.

COURSE OF STUDY.

Note.—Eighty-four semester units (hours) of credit are required for graduation. Electives may be taken only after credits for required subjects, on the basis of previous equivalent work, have been granted by the registrar.

FIRST SEMESTER, JUNIOR B SUBJECTS.

REQUIRED.	ELECTIVES.
~	Literature I 4 French I 5
Total21	

SECOND SEMESTER, JUNIOR A SUBJECTS.

REQUIRED. Hours.	# Hours. Drawing II
THIRD SEMESTER,	SENIOR B SUBJECTS.
REQUIRED. Hours 5	## ELECTIVES. Hours.
REQUIRED. Hours. Teaching III and IV	ELECTIVES. Hours. Education III

 $\ensuremath{\text{Note}}.--\ensuremath{\text{Electives}}$ need not be taken in the order printed, but according to the student's program and preparation.

The work in English I and II consists of expression, and a study of the literature suitable for reading in the elementary school.

Special work for the removal of deficiencies in entrance requirements will be offered, as follows:

English (reading, composition, grammar).

5 hours for one semester. Arithmetic (review of, etc.).

5 hours for one semester. American History.

Chemistry or Physics.

5 hours for one semester. 5 hours for one semester.

DEPARTMENTAL COURSES.

Advanced courses in Drawing, Manual Training, Music, and Household Arts are offered to graduates of normal schools and to students of equivalent preparation. The courses necessarily presume an amount of preliminary training in these subjects not less than that required of the undergraduates in this school.

The aim of these courses is to prepare special teachers to take charge of special branches in elementary or secondary schools. It is presumed that only those having interest and ability along the lines suggested will desire to make any one of them a specialty. To such students these courses will offer the opportunity of preparing themselves (a) to supervise the work in Drawing, Manual Training, Cooking and Sewing, or Music throughout the grades in some one school building in a city which employs a general director of the subject; or (b) to direct the work in the chosen line in all the grades of a smaller city or town; or (c) to teach the special branch in secondary schools.

All the courses require the equivalent of fifteen hours a week for one year. Students satisfactorily completing any of the courses will be given statements of proficiency signed by the proper normal school authorities, recommending the holders to county boards of education

PRACTICE TEACHING.

A teaching is defined as practice teaching and observation of model teaching in the Training School for five periods a week throughout one quarter. Ordinarily only five teachings will be required, but no student whose record in the five teachings is unsatisfactory will be permitted to take the elective offered in the Senior A division of the course of study. She will be required instead to repeat any teaching in which she has been found particularly weak.

Teachings are offered in all of the subjects of the elementary school and intermediate school courses of study, the latter including the usual special and prevocational subjects and the usual subjects of the first year of the high school.

The work of each student teacher is supervised by one or more members of the Normal School faculty. This supervision includes the directing of the daily teaching by means of lesson plans, model recitations, private conferences and conferences with all of the student teachers teaching a given subject. The conferences meet regularly for the discussion of the practical problems connected with the daily recitation, the material to be presented, the mental processes involved, the educational value of the subjects, and the most effective method of developing in the child power to feel, to think, and to do in desirable individual and social ways.

Ordinarily, only senior students, or students who have been given credit for previous experience in teaching, are assigned to service in the Training School. This service is supplemented, as far as possible, by observation of teaching in city and rural schools, and by cadet service in the schools of San Diego.

BRIEF DESCRIPTION OF THE PROFESSIONAL COURSES.

A basis of theoretical knowledge is considered essential to the highest success in any profession. So, in education, a knowledge of the fundamental laws underlying mental development is valuable to the student-teacher as a basis upon which to build up an intelligent practice.

The usual method of presenting the theory of education under such heads as "Psychology," "Child Study," "Pedagogy," etc., is not followed, but such material is selected from all of these fields as seems most valuable for advancing the student's knowledge along three lines—child nature and development, the ends of education, and the means to be employed in the process. The work throughout consists of readings, reports, papers, and class discussions.

Education I-Analysis of Teaching Process.

After considering the child's nature—his instincts, capacities and interests, and the importance of using these as points of departure in the teaching process—the class will discuss the social complex to which the child must learn to adjust itself by way of organized habits and ideals. The several types of lessons—inductive, deductive, appreciative, study, drill, and review which serve as means of adjustment of the child to his environment—together with school-room conditions affecting his physical and moral welfare, will be given attention.

3 hours a week for one semester.

Education II—Psychology as Applied to Education.

The second part of the course views education from the standpoint of psychology. The following topics are discussed: The relations of mind and body; conscious states and processes,—attention, perception, association, memory, imagination, apperception, reasoning, and judging; the control of conscious processes,—instinct, feelings and emotions, practice and habit, will. Some attention is also given to individual differences in children. The aim is to apply the psychological knowledge gained directly to problems in education, and many topics usually considered under the head of "General Methods" are given consideration here.

4 hours a week for one semester.

Education III-History of Education.

The third part of the course consists of the history of education, which includes a study of the lives and teachings of a few of the greatest educators, and of some notable school systems and great social movements which have strongly influenced education.

(Elective.) 3 hours a week for one semester.

Education IV-The Teaching of Elementary School Subjects.

The teaching of arithmetic and geography and the language arts and instruments—reading, writing, spelling, oral and written composition—will be discussed with special reference to the recent experimental work in education and the suggestions which it offers both as to subject matter and method in the elementary school. Discrepancies in the usual methods of marking students will be noted, and an equitable system based upon the "probability curve" will be worked out.

3 hours a week for one quarter.

Education V.

School administration as it affects the teacher, including her relations to administrative officers,—and school law of California.

3 hours a week for one quarter.

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ENGLISH.

I. For this course the students of the junior class will be divided into groups, based upon the results of the examination in literacy, and each group will be given the work that it most needs, with reference both to general culture and to teaching of English in the elementary schools.

4 hours a week for one semester.

II. Oral expression and a course in literature of the elementary school.

4 hours a week for one semester.

LITERATURE.

I. A study of the qualities which make for effectiveness in modern English prose literature, with the specific object of promoting the student's mastery over the resources of the language. Material is selected from the works of Robert Louis Stevenson and other recent masters of English prose.

(Elective.) 4 hours a week for one semester.

II. This course is intended to give a general survey of the development of English literature. Lectures will be accompanied by class study of typical masterpieces. While the emphasis will fall upon the Victorian period, the work will be so planned that the student should secure the following results: (1) A knowledge and appreciation of the national tendencies and ideals which have persisted in English literature; (2) acquaintance with the great periods in the evolution of our literature; (3) above all, a feeling for the nature and worth of literature itself.

(Elective.) 3 hours a week for one semester.

The Short Story. An advanced course in composition supplemented by the study of typical modern short stories.

(Elective.) 2 hours a week for one semester.

DRAMATIZATION OF HISTORY AND LITERATURE.

A study of the different phases of dramatic instinct as manifested in children's plays and impersonations and in their love of seeing and taking part in dramatic performances. Organization of dramatic work in the elementary school. History, in outline, of the development of drama. Study of constructive drama. Practice in the dramatization and staging of literature and history.

(Elective.) 4 hours a week for one semester.

* * * * CONTEMPORARY HISTORY.

This course treats of the development of western civilization. An endeavor is made to discover the main factors in the evolution of what we may call contemporary civilization. Beginning with the breaking-up of the Roman Empire, the progress of civilization from the chaos and confusion of that period to the French Revolution and Napoleonic period is rapidly sketched. The revolutionary and reactionary periods are then discussed with the view of ascertaining the transformation they wrought in Europe. The present political situation in Europe receives adequate attention, and the course closes with a study of the Industrial Revolution and the social and economic problems that have grown out of it.

The purpose of the course is to give students a comprehensive notion of the development of contemporary civilization from the cultural point of view, and to enable them to discuss intelligently the many questions which arise, even in elementary teaching, concerning the economic and political development of modern society.

3 hours a week for one semester.

ARITHMETIC.

- (a) Students who do not present high school recommendation in arithmetic, or who fail in the preliminary examination in the subject, will be required to review it until thoroughness and accuracy in the fundamental operations are attained, together with a reasonable understanding of basic principles.
- (b) Methods and Theory. This part of the course begins with a series of lectures and illustrative lessons on number work for the third and fourth years of the elementary schools, embracing the forty-five combinations and their application to addition and subtraction; development of the multiplication-division table, and its application to multiplication and division; notation and numeration; a few of the simpler tables of weights and measures considered concretely, together with examples in reduction, addition, subtraction, multiplication, and division, involving these tables; the development of the fraction, including the decimal to hundredths, accompanied by many very simple examples illustrative of the principles that underlie nearly all the operations in common and decimal fractions.

This is followed by methods for the intermediate school, where the interest lies in the practical application of fundamental principles to the solution of problems arising in the student's school and home life, with sufficient additional attention to continued drill in rapidity and accuracy of computation and to a study of simple business arithmetic, with a few of the simpler forms of commercial paper.

GEOGRAPHY.

The course in geography deals with the material and methods required for work in the subject in the elementary and the intermediate school, and includes laboratory, field and library work.

4 hours a week for one semester.

NATURE STUDY.

The principles underlying the choice of subject-matter and the methods of presenting it to children. Class demonstrations of illustrative material. Special emphasis upon physical nature study using as reference the San Diego Normal School bulletin on the subject.

One period a week will be devoted to the pedagogy of the subject and three to selection and use of subject-matter.

4 hours a week for 5 weeks.

DOMESTIC CHEMISTRY.

This course forms a part of the domestic science course and is also a preparation for nature study teaching. The subject-matter considered is as follows: Fuels, ventilation, lighting, water, sewage, cleaning, antiseptics and foods of various kinds.

Two hours a week will be spent in the laboratory.

Text: Bailey's Sanitary and Applied Chemistry.

(Elective.) 5 hours a week for one semester.

* * * * BIOLOGY AND PHYSIOLOGY.

I. Botany.

A course in general botany which seeks to give the student a grasp of the fundamental principles of physiology through a study of the structure and life activities of typical plants. Economic relations and phases applicable to every-day life are emphasized with a view to furnishing material for teaching botanical nature-study.

II. Zoölogy.

This course is based on the laboratory study of types of the great groups of animals. The first term will be spent in the study of invertebrates; the second term in the study of vertebrates. The habits and

physiology of the various animals will receive much attention, in order that this course may form the basis of the future work in physiology.

No text is used, but constant reference is made to the standard works on zoölogy.

III. Human Physiology.

An application of the principles of biology established in the preceding courses to a study of the structure and functions of the human body. Lectures are supplemented by laboratory exercises, and the emphasis placed on hygiene and sanitation is made practical by a brief introductory survey of the modern theories of bacteriology.

PHYSICAL EDUCATION.

I and II. Systematic class training is required of all students except seniors. The young women are examined by the medical examiner, and can be excused only upon her recommendation. A record of the physical condition, measurements, and personal history of each student is kept, which makes possible a wise and safe direction of the activities of the individual.

The regular drill consists of formal exercises in which the corrective and hygienic motives are combined. Apparatus work is so modified as to be only a rational part of the general scheme. Club swinging is given to advanced classes.

Rhythmic gymnastics, together with folk and dramatic games and dances, are extensively used, while much time is devoted to organized games of skill. An attempt is made to arouse a spirit of genuine enthusiasm for games, both for the benefit of the students themselves and as a preparatory training for the teaching of games. Informal talks on hygiene are given, according to the special needs of the various classes.

Gymnasium suits are uniform in cut and color, hence students are advised not to have suits made before seeing the instructor.

Each 3 hours a week for one semester.

III. Sex Anatomy and Hygiene.

(a) A detailed study is made of the anatomy of the human female reproductive organs, which study affords a basis for the consideration of physiological sex phenomena. Much attention is given to the large

problems of sex hygiene, both for the benefit of the individual student and to give larger professional power.

(b) Emergencies and Study of "Health Indexes" of Children.

2 hours a week for one semester.

IV. Plays and Games.

This course deals with such dramatic games, singing games, and games of skill as are especially adapted to the first six grades of the elementary school. Students gain a knowledge of methods by active participation in games and by practice teaching in the class. The theory and practice of elementary gymnastics will be sufficiently developed to secure acquaintance with the principles which underlie all systematic physical activity.

(Elective.) 3 hours a week for one semester.

MUSIC.

I. This course provides for instruction in the elements of music. It includes the study of the major and minor scales, chromatics, intervals, triads and their inversions, modulations and transpositions. Ear training and systematic reading of graded material throughout the course. The essential outlines of musical history from the earliest times to the present; musical instruments; development of notations; musical forms. Biographies of great composers and an illustrative work from each. Methods developed throughout the course.

5 hours a week for one semester.

II. This course is devoted to the pedagogy of public school music. It deals with the details of teaching in each grade. The purpose of the rote song and the method of its presentation will be considered, and a definite vocabulary will be acquired. Suggestions for outlines and lesson plans, with music for programs and special days will be given. Topics for special consideration: Monotones; the school chorus; glee clubs and orchestra; classification and care of children's voices. Some practice in reading and in interpretation is included in this course.

(Elective.) 3 hours a week for one semester.

DRAWING.

I. Free-hand constructive drawing of the views of the type forms. Freehand perspective drawing in pencil outline, of still-life, type-forms, buildings, etc.

Original landscape compositions in charcoal and color.

Methods of teaching drawing in the public schools.

6 hours a week for one semester.

II. Advanced color work. House plans and the interior decoration of a house.

Applied design—wood blocks and stencils applied to materials. Advanced work in methods of teaching.

(Elective.) 3 hours a week for one semester.

Mechanical Drawing. A course for those who have had no previous experience. Use of instruments. Geometrical drawing, lettering, simple working drawing. Theory of projections and machine and perspective sketching. Work in this course will be closely related to woodwork.

5 hours a week for one year.

5 nours a week for one year

MANUAL TRAINING.

Elementary Manual Training.

A course in manual activities suitable for the primary grades. It includes work in paper, cardboard, raffia, the coarser textiles, etc., with discussions of method.

4 hours a week for 5 weeks.

Elementary Woodwork I and II.

Course for beginners. Care and use of tools and thorough study of the elements of construction. Models and projects suitable for fifth, sixth, seventh and eighth grades will be planned and executed. Application of mechanical drawing and design. Planning of courses of study and equipment. Application of mechanical drawing and its relation to woodwork are kept in mind.

(Elective.) 5 hours a week for one year.

Advanced Woodwork III.

Special reference will be made in this course to furniture and cabinet designing and construction. Use of common woodworking machinery will be taught, and particular attention paid to joint construction. In addition to smaller models, each student will be expected to execute at least one large model of hard wood from an original plan. Various methods of wood finishing will be demonstrated. Regular periods and special attention will be given to organization, equipment, and courses of study. Methods of teaching constructive work in elementary and high school will be treated with type equipment for the different courses.

(Departmental elective.) 10 hours a week for one year.

HOUSEHOLD ARTS.

The course is planned to train the student along the lines of homemaking with special reference to her needs as a teacher.

Sanitation. Emphasis is placed upon cleanliness in all matters pertaining to the home, school, and community. Yeasts, moulds, and bacteria are studied, together with practical methods for their control.

The destruction of house flies, the disposal of garbage, water and milk as disease carriers, are considered.

Dietetics. This part of the course treats of the waste and repair of the body, the proportion and kinds of food required, and the composition of various typical foods.

Theory and Practice of Cookery. General principles controlling the preparation of food for adults, children, and invalids are learned through practical work in the kitchen laboratory. These principles are amply illustrated by various methods of preparing milk, eggs, cereals, soups, fish, meats, vegetables, salads, breads, desserts, fruits, and beverages, with special reference to their wholesomeness and place in the dietary.

Household Management. This part of the course deals with the problems of system and foresight in relation to income and other factors. Accounts of household expenditure are kept by students.

Instructions in sanitary and systematic care of various parts of the house are given.

Food preservation and legislation are discussed.

Table-setting and serving of breakfasts, luncheons, and dinners are taught by practice.

(Elective.) 7 hours a week for one semester.

Sewing. This course covers methods of teaching and courses of study suitable for each grade, with use of paper patterns, application

of hand and machine sewing to undergarments, shirt waists, plain dresses, children's clothes, darning, patching, and simple embroidery.

Talks are given on economic buying, on useful and suitable clothing, on beauty and good taste.

(Elective.) 3 hours a week for one semester.

APPLIED SOCIOLOGY.

This course is required of all students in the Junior A division. It will include lectures and readings in social usage, and will cover a rather broad range of subjects in an informal, but effective, manner.

I hour a week for one semester.

AGRICULTURE.

I. The work done in this course and in Course II is given with a view to fitting students for teaching agriculture in the elementary schools. Course I covers the work given in Hilgard and Osterhout's Agriculture for Schools of the Pacific Slope, including the experiments which are performed by the pupils. A study of government bulletins constitutes an important part of the work. One day a week is spent in the lath house and gardens.

(Elective.) 4 hours a week for one semester.

II. A study of fruit trees, based upon Wickson's "California Fruits." Lath house and outdoor work are continued, emphasizing methods of propagation, budding, grafting, transplanting, etc.

A study of ornamental trees and shrubbery is carried on by means of excursions. Roeding's "California Horticulture" is used for reference.

(Elective.) 4 hours a week for one semester.

* * * * RURAL SCHOOL PROBLEMS.

The distinct purposes of this course are:

1. To study the evolution of rural school education and to lead students to realize the actual conditions of rural life through their own observation and through the study of the literature dealing with the subject.

- To discover what is being done in various parts of the world to ameliorate rural conditions.
 - 3. To ascertain the part the school should take in this work.
- 4. To develop a sympathetic attitude and to formulate some definite ideas and plans as to the service a teacher may render her community.

(Elective.) 3 hours a week for one semester.

LIBRARY METHODS.

This course will deal but briefly with the administrative and technical work. It will emphasize those phases of library work that are most helpful to teachers.

The course will cover: (1) the Dewey system of classification and simplified forms of it which are serviceable for even the smallest libraries; (2) the history of libraries, with special reference to the greatest six or eight libraries of the world and points of superiority of each; (3) methods of using reference material, such as gazeteers, encyclopædias and dictionaries of special subjects, year-books and almanacs; (4) bibliographies, how to make and use them; (5) selection of periodicals with reference to widest service at smallest expenditure; (6) mending and care of books, selection of editions; (7) children's supplementary reading; (8) and methods of organizing new material dealing with current topics.

The course will be given by way of informal talks amplified by practical research work in the city and normal school libraries.

(Elective.) 3 hours a week for one semester.

SPANISH.

I. First Year.

1. Grammar, composition, and conversation. Olmstead and Gordon's *Spanish Grammar*, and Julia de Asseni's *Victoria y otros Cuentos* are used in this course.

5 hours a week for one semester.

2. A review of the essentials of grammar. The reading is from such texts as Cortina's Despues de la Lluvia el Sol; Valera's El Pajaro Verde; Giese's Spanish Anecdotes. Conversation.

5 hours a week for one semester.

II. Second Year.

3. A review of the grammar by means of Humphrey's Spanish Composition. Conversation. Reports, written in Spanish. Alarcon's El Final de Noema; Gutierrez's El Trovador; Moratin's El si de las Ninas.

5 hours a week for one semester.

4. A study of the history of Spanish Literature, based on Ticknor's Spanish Literature. Galdó's Marianela; Tamaya y Baus' Lo Positivo; Cervantes' selections from Don Quixote. Presentation of a short play.

5 hours a week for one semester.

4. 4. 4.

FRENCH.

I. Fraser and Squair's French Grammar and Aldrich and Foster's Reader form the basis of this course. Pronunciation, conversation, grammar, and transcription of easy French from dictation.

5 hours a week for one semester.

II. A systematic review of the essentials of grammar by means of Fraser's Introductory Prose Composition. Reading from such texts as Bacon's Une Semain a' Paris; Labiche and Martin's La Poudre aux Yeux. Conversation. The presentation of a short comedy.

5 hours a week for one semester.

III. François Advanced French Prose Composition. Fraser and Squair's French Grammar. Reports written in French. A study of French literature based upon Pellissier's Precis de l'histoire de la litterature française. Reading of Moliere's Precieuses Ridicules; Corneille's Le Cid; Racine's Esther. The presentation of a short play.

5 hours a week for one semester.

IV. The study of the literary movement in France during the nineteenth century. Halevy's L'Abbe Constantin; Sand's La Petit Fadette: Hugo's Les Miserables; Merimee's Colomba.

5 hours a week for one semester.

REORGANIZATION OF THE ELEMENTARY AND INTERMEDIATE SCHOOLS.

Beginning September, 1912, the seventh, eighth and ninth grades were organized as a unit, called the intermediate school, and housed in the east wing of the main building. The six grades of the elementary school remain in the new training school building.

This rearrangement is made possible by the discontinuance of the secondary school proper. The work of the first six grades, or the elementary school, is carried on as heretofore, except that it is so reshaped, largely by simplifying and intensifying materials and methods, that more is accomplished, and the pupil found, it is believed, at the conclusion of his course, with a good knowledge and control of fundamentals. With the added facilities in the shape of elementary laboratory and museum rooms, gained by removal of the seventh and eighth grades from the training school building to the main building, the efficiency of the elementary school is undoubtedly greatly increased, furnishing, therefore, much improved facilities for practice teaching.

The teaching of the pupils in the intermediate school is done according to the departmental plan. For the present, no attempt will be made to offer elective courses, beyond Spanish, manual training, and household arts. In the outlining of the course of study for the intermediate school a reduction in the number of subjects, and a more intensive study of them, has been sought. To this end, in both the elementary and the intermediate school, the subjects of the curriculum have been so evaluated, in the time assigned to each, that about one third of the total time is given to each of the major groups, as follows:

- 1. The formal group, inclusive of the studies supplying the tools of knowledge and life.
- 2. The cultural or informing group.
- 3. The vocational or motor-active group.

The pupils of the intermediate school are given full use of all of the laboratory and studio facilities of the normal school; and an assignment to teaching in this division of the training school gives a normal school student unusual opportunities to prepare herself for departmental teaching, as well as for the direction of the social phases of school life in the period of early adolescence.

Note.—The ninth grade will be suspended for the year 1913-1914.

OUTLINE OF THE COURSE OF STUDY IN THE TRAINING SCHOOL.

All teaching in the Training School is closely supervised by members of the Normal School faculty. Practice teachers are regularly observed and are called into both class and individual conferences, with a view to giving them professional help and instruction in the application of their methods.

The classes in the Training School are small, admitting of much individual instruction. Those pupils who, by reason of some defect, weakness, or other peculiar condition, need special attention, are given such attention, at the same time carrying the regular work of the grade.

To maintain normal, progressive, physical development, the health of the child, his growth, and the conditions of his sense organs, especially the eye and ear, are closely watched. The daily program offers numerous periods for rest, games, and athletics as further provision for this development, all of which, owing to the climatic environment, are of the outdoor type throughout the year.

The outline of studies, which follows, is arranged for the purpose of indicating the more important working units in the various branches as they are developed in each grade. While no attempt has been made to present a completely arranged course of study, it is believed this outline will be found workable, giving due recognition to such phases of correlation as, the past with the present, the school with life, and subject with subject, and in harmony with much of the best educational practice. As the subjects are presented certain aims are to be noted:

- (1) Arithmetic is taught, not primarily as a mental discipline, but to enable the child to solve the ordinary, rather than the technical, problems which confront him in actual life, and to do so with efficiency and dispatch. This makes the mastery of all the fundamental combinations, tables, and processes most essential, in view of which sufficient drill work is insisted upon to make them permanent.
- (2) Formal language work is based on the idea that the mastery of the art of right usage is the fundamental aim, and that formal grammar has a limited place in the elementary school. Attention is centered on developing ability to speak, read, and write the language freely, clearly, concisely, and correctly. For this end the child is given frequent oppor-

tunity and constant encouragement to express his thoughts, orally at first, and afterwards in written form, when the mechanical side of writing shall have become a less conscious process. From this standpoint, all the subjects of study become tributary to language work through the abundance of rich thought content which they have to offer,—history and literature, particularly so, through the attention they give to reproduction on the part of the child.

- (3) Literature covers a wide range of stories and readings from excellent sources that are believed to be within the grasp of the child's interest and appreciation. The setting of the story, the "painting" of the picture from the printed page, the spirit, the joy, the getting of the author's thought and purpose, rather than technical considerations, are aims to be emphasized.
- (4) History is taken up in the first year and continues throughout the elementary grades. Conditions and activities that have marked the progress of civilizations, especially as regards the social life of man, are first noted in a study of simpler society, that of primitive peoples. The work centers about the evolution of the more fundamental economies and industrial activities and the gradual development of other interests from these. This is followed, in the intermediate grades, by study of typical early historical peoples, and a study of some of the peoples and noteworthy historical movements of mediæval Europe down through modern European history; and through English history to the discovery and early settlement of America. Formal United States history occupies the seventh and eighth grades. In all the grades, appropriately selected interpretative material (folklore, myths, literature, the fine arts) is introduced, the purpose being to place before the child the spiritual, idealistic side of man's development as seen in his attempt to interpret himself and his environments. The method of study includes correlations with geography and nature study, with literature, and with the manual arts, where opportunities for such correlation occur; and dramatization, wherein the child lives the experiences of the past through vivid portraval.
- (5) Geography deals particularly with the relationship of man to geographic environment, and, in a correlative way, to social environment. Life responses to geographic conditions, life activities of races and peoples from the viewpoint of geographic regions rather than political divisions rightfully claim much attention in the study of geography. Therefore, all those phases of the earth's topography and physical conditions bearing directly on the above are clearly pointed out and their

significance is carefully discussed. Parallel with this, and in recognition of the world-wide reach of commercial enterprise, considerable attention is given to the mastery of all locational features that have assumed more than national importance, the device used being largely that of map-sketching. Beginning with home geography in the third grade, the work of the fourth grade reaches out to a study of the larger facts rather than a detailed study of the United States. The study of the southern continents, the oceanic islands, and Eurasia occupy the fifth and sixth grades. North America and a thorough regional study of the United States are assigned to the seventh grade, stress being laid on the interrelation of physical conditions and industries. The eighth grade work centers about a study of world regions (as represented by the different countries) viewed from their industrial and commercial relationship, with special reference to the comparative importance of our own country.

- (6) Nature study from the standpoint of economic values aims to develop the knowledge and ability to control nature, making it subserve the needs of man; from the standpoint of esthetic values it should cultivate and develop an appreciation of the beauty of nature in all its forms, leading the child to love nature. In addition to these, moral and spiritual values are inherent in nature study, though as an aim they are entirely incidental. Through much usable knowledge of practical importance, through the appreciation of the utilitarian value of plant life and animal life, and through the esthetic values that may be gained from the work, the child will grow naturally into a sympathetic attitude toward nature: he will come to realize "that unnecessary and wanton injury or destruction of either plants or animals is uneconomical, positively injurious to society, and reacts detrimentally upon the character of the offender." The importance of relating the work to the child's immediate environment is kept distinctly in mind in the selection of material; and in the organization of this material, both biological and physical phases receive attention, each of which is developed as it relates itself to life needs. Considerable emphasis is given in the eighth grade to a comparatively thorough study of human physiology and the hygiene related thereto. Public sanitation and hygiene are given due recognition.
- (7) Music in the elementary grades is largely devoted to songs—songs full of rhythm, melody, and spontaneity. The basic idea is that music, to be an element of real value, must be dealt with from the emotional or artistic side, that thus it must cultivate love and enjoy-

ment of good music and develop in a gradual way good musical taste and judgment. Therefore, care is given to the selection and gradation of music. The texts of songs must represent standard literary value. the music of songs must possess recognized excellence, and each must be found within the child's range of appreciation. While the technique of music is of secondary importance, it is not, however, neglected. In handling this phase of the work an attempt is made to present in as simple and fascinating manner as possible the underlying reasons or rules governing the songs which the children have learned to love, and to afford sufficient drill upon them to enable pupils to reach a fair degree of proficiency in formal sight-reading. Careful attention is given to ear-training, with a view to sharpening tone perception and establishing tone relation, and to voice culture with a view to preserving and cultivating the pure, light, unconscious tone belonging to childhood. To serve as an inspiration to freer and better interpretation, appropriate studies of the lives of some of the masters of music are provided in the higher grades.

(8) The manual arts include three groups of activities, involving the manipulation of materials. To be able to know the good in art, and to appreciate it and love it, are the important factors throughout work in drawing. Decorative design, illustration of stories and poems, landscapes, and life forms in nature are some of the motives furnished, the responses to which are of the free-expression type. In fact, selfexpression characterizes all the drawings of the Training School save in the mechanical drawings of designs and plans. Studies of masterpieces in painting and sculpture particularly, and, to a less extent in architecture, are given due emphasis. In manual training, adult standards may be too easily forced upon the child, whereas accomplishment may better be measured in terms of his growth. Motive, freedom of expression, growth in ability to see and appreciate and express details in their true relationship, are the more important ideas. Therefore, after a brief introduction to the fundamental processes, in prescribed manner, it is belived that these same processes will function more thoroughly and permanently through granting the child a liberal selection of articles to construct. In the household arts each phase of the work is studied in its relation to present day social needs, an understanding of the meaning and significance of each phase being emphasized along with the development of reasonable technical skill. Sources of material, commercial processes, economic values, cultivation of taste and good judgment, self-helpfulness, and the economics of buying are aims upon

which much stress is laid in this field of study. In all of the three divisions noted above, the thought side is an element of great, if not paramount, importance; and, in order that a mere making of things may not become the sole end in view, a due proportion of time is given to the consideration of thought values.

- (9) The study of foreign languages begins in the intermediate school, with French or Spanish in the seventh grade, and Latin in the ninth grade. The so-called "natural" method is used largely, but not exclusively, in the teaching of modern languages in the seventh and eighth grades.
- (10) Physical Training. This is accomplished in the elementary school through a course in play and games, given by student-teachers under the supervision of the department of physical education, and by giving the children access to a well appointed playground on the school campus, where their activities are completely supervised. In the intermediate division of the Training School, every student is given two periods a week of gymnasium work, followed by shower baths, and is brought by careful and gradual instruction to understand the physical foundations of life, including sex hygiene.

PROGRAM OF STUDIES. INTERMEDIATE SCHOOL.

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				7 B Grade: A typical program.	typical program	n.	Suggesti	ive programs	: Arranged,	Suggestive programs: Arranged, in general, as for	for 7 B.
Period	Time	Minutes a week	Monday	Tuesday	Wednesday	Thursday	Friday	7 A Grade	8 B Grade	8 A Grade	9th Grade
	8:45	50	Study and o	Study and o pening exerci ses	ses						
А	8:55	175	Arithmetic	Geography	Arithmetic	Geography	Arithmetic	L,iterature	History	Com. and Ind. Geography	Elementary Mathematics
В	9:36	225	Spelling (15) Lang. (30)	Spelling (15) Writing (15) Lang. (30) Lang. (30)	Study	Writing (15) Spelling (15) Lang. (30) Lang. (30)	Spelling (15) Lang. (30)	History	Literature	Arithmetic	English
	10:21	20	Morning rec ess	ess							Ancient
၁	10:35	185	Music	Study	Music	Study	Music or Study	Music and Study	Music and Study	Music and Study	History
D	11:15	225	History	History	History	History	Physical Education	L'anguage	Arithmetic	Literature	French or Span- ish or Latin
	12:00 12:55		Noon recess								
	12:55	25	Opening exer	Opening exer cises, announ cements, etc.	cements, etc.						
闰	1:00	175	Study	L,iterature	Literature	Expression and Reading	Expression and Reading	Arithmetic	Language	History and Civics	Elementary
Ĭ	1:40	225	Study	Study	Study	Boys: Manu N. B.—4 pe each.	Boys: Manu al Training N. B.—4 pe riods a week each.	Agriculture Physiology	Physiology	Manual. Tr. or Cookery	Drawing Shop Work
Ü	2:30	225	Physical Education	Drawing	Drawing	Girls: Coo king.	king.	Agriculture and Drawing	Physiology and Drawing	Manual Tr. or Cookery	Household Arts Phys. Education
Non	Tr Can	mich morr	he elected or	Now Capaciet may be alacted on an autice of			+ · · · ·				

Note.—Spanish may be elected, as an extra subject, beginning in the 7 B grade. In the ninth grade, English is recoursed; and three other subjects, to make a total of twenty hours a week, may be elected. Two periods of physical education (gymnasium work and athletic sports) are required throughout the course, with boys and girls in separate classes. Three study halls are provided, one each for the seventh, eighth and ninth grades,

ENROLLMENT

COLLEGE GRADUATE STUDENTS.

Ryan,	Helen	MargaretKno	x CollegeSan	Diego
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NORMAL GRADUATE STUDENTS.

Parker, BlancheSan Diego Wright, Mrs. LucySan Die	Cooley, Mary ————————————————————————————————————	Diego Diego Diego	Reed, ChassieSan Reed, HazelSan Skilling, Mrs. BirdSan Winnek, RuthSan Wright, Mrs. Lucy San	Diego Diego Diego
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GRADUATES FROM JUNE, 1912, TO FEBRUARY, 1913.

Bailey, Aura Clarissa

DEPARTMENTAL STUDENTS.

Candidates for recommendations for Special Certificates.

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Boyle, Dorothy Webster	Drawing	San Diego
Evans, Ruth	Household Arts	Coronado
Greene (Mrs.) Mary Talbot	Household Arts	San Diego
Kennedy, Ada	Household Arts	Topeka, Kan.
Miller, Howard L	Manual Training	San Diego
Rives, Wauneta	Household Arts	Monrovia
Smith, Minerva Margaret	Household Arts	San Diego
Thompson (Mrs.) Mae Warren	Household Arts	Hilt
Welty (Mrs.) Georgia	Manual Training	San Diego
Winnek, Ruth	Household Arts	San Diego
Wright (Mrs.) Lucy Wheeler	Manual Training	San Diego

SENIOR A CLASS, SECOND SEMESTER, 1912-1913.

Candidates for Regular Diplomas.

Allen Mrs Adrienne Butts San Diego
Allen, Mrs. Adrienne Butts. San Diego Baldwin, Effie MyrtleRamona Bassett, WinifredSan Diego Bastlin, Julia Rogna. Colorado Springs Bates, Charlotte DorotheaBostonia Beck, Katherine Cecelia. National City
Baidwin, Eine MyrtieRamona
Bassett, WinifredSan Diego
Bastlin, Julia Rogna_Colorado Springs
Bates, Charlotte DorotheaBostonia
Beck, Katherine Cecelia_National City
Benson, MildredOntario Boyle, Dorothy WebsterSan Diego
Parks Dorothy Wohster San Diego
Brittain, Luch MaudeCoronado
Calloway, Mary JuneSan Diego
Clough, Alice WescottSan Diego
Colby, Ida FlorenceFallbrook
Collier, Cecelia MargaretLos Angeles
Coolidge, MyrleSan Diego
Crockett, Laura Davison Chula Vista
Davidson Frances Emily San Diego
Dula Holon Folsom Proife Reach
Dura, Helen Folsoni I achie Beach
Dunn, Kathleen LuluSan Diego
Daibin, Litta Cilliani Cajon
Ellithorpe, Martha AdelaideCorona
Calloway, Mary June
Ellithorpe, Martha AdelaideCorona Ellithorpe, Ruth MyersCorona Emery, Beatrice MaySan Diego
Ellithorpe, Martha Adelaide Corona Ellithorpe, Ruth Myers Corona Emery, Beatrice May San Diego Evans, Ruth Coronado
Ellithorpe, Martha Adelaide
Emery, Beatrice May San Diego Evans, Ruth Coronado French, Iva Leona San Diego Frost Alma Valeria Millport Objo
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Emery, Beatrice May San Diego Evans, Ruth Coronado French, Iva Leona San Diego Frost, Alma Valeria Millport, Ohio
Emery, Beatrice May San Diego Evans, Ruth Coronado French, Iva Leona San Diego Frost, Alma Valeria Millport, Ohio Fulton, Bluebell Eloyse San Diego Garber, Elsa Margaret San Diego Glancy, Gertrude San Diego Groshong, Laura Alma Fallbrook Hatcher, Ethel Sophia San Diego Hatton, Alice Shearman Goldfield, Neveless, Jeannette Creighton Eureka Holland, Mary Evelyn San Diego Hudson, Kathryn San Diego Hudson, Kathryn San Diego Hudson, Kathryn San Diego
Emery, Beatrice May San Diego Evans, Ruth Coronado French, Iva Leona San Diego Frost, Alma Valeria Millport, Ohio Fulton, Bluebell Eloyse San Diego Garber, Elsa Margaret San Diego Glancy, Gertrude San Diego Groshong, Laura Alma Fallbrook Hatcher, Ethel Sophia San Diego Hatton, Alice Shearman Goldfield, Neveless, Jeannette Creighton Eureka Holland, Mary Evelyn San Diego Hudson, Kathryn San Diego Hudson, Kathryn San Diego Hudson, Kathryn San Diego
Emery, Beatrice May San Diego Evans, Ruth Coronado French, Iva Leona San Diego Frost, Alma Valeria Millport, Ohio

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Kruse, Ruth ESan Diego
Leggett, Grace FlorenceSan Diego
Lewis, Laura EdnaEscondido
*McCague, AnnaSan Diego
Lewis, Laura Edna Escondido *McCague, Anna San Diego McDevitt, Bernice Evelyn
McHugh, Mary H. Rialto Mallory, Hettee Lakeside Martenis, Angie San Diego Martenis, Dorothy Gamble S. San Diego Martin, Vera Irne San Diego
McHugh, Mary HRialto
Mallory, Hettee Lakeside
Martenis Angie S San Diego
Martenis Dorothy Camble S San Diego
Martin Vera Irene San Diego
Martin, Vera IreneSan Diego Mayrhofer, AntoniaSan Diego
Miller Marguerite San Diego
Miller, MargueriteSan Diego Montgomery, Mrs. Sue Kate_Santa Ana
Moore Helen Adele Farlinget
Moore, Helen AdeleEarlinart Murphy, Emma ElizabethJamacha
Museby Holon Fileon Tomoche
Murphy, Helen EileenJamacha
Noell, Martha OliviaVisalia Rouark, Maud EllenSan Diego Sackett, Mrs. Agnes Klingelhoffer
Rouark, Maud Enen San Diego
Sackett, Mrs. Agnes Kingemoner
Scanlan, Francae Lillian——San Diego
Scanian, Francae LillianSan Diego
Schulze, Mrs. Grace MortonOceanside
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Schussler, AnitaNestor Shannon, Della MarieSan Diego
Shannon, Della MarieSan Diego
Sharp, AdelineOtay Shaw, MarieSan Diego Sisson, SallieSalida, Col.
Shaw, MarieSan Diego
Sisson, SallieSalida, Col.
Stokes, Constance Myrtle
Marysville, O. Strong, Edith San Diego
Strong, EdithSan Diego
Sullivan, Jennie AgnesSan Diego
Vreeland, Adella CorinneSan Diego
Watson, Mrs. Alberta Filson_San Diego
Wilson, Laura MargaretSan Diego

^{*}Graduated before close of semester.

SENIOR B CLASS, SECOND SEMESTER, 1912-1913.

Candidates for Regular Diplomas.

	Canadates 101
Abbott, Glenna C Beidleman, Gladys H	
Bird, Helen	San Diego
Caldwell, Ida F	
Collins, Margaret M	Wisner, Neb.
Dapper, Emma	San Diego
Durbin, Abigail	El Cajon
Eichenlaub, Lida P	
Emery, Florence	
Felger, Ruthe	San Diego
Goodhue, Helen	Hemet
Gould, Leona	Elkhart, Ind.
Hamill, Flora A	
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Irvin, Sue Elizabeth Council Grove, Kan.
Kettle, FrancesSan Diego
Miller, WilhelminaLa Tolla
Mitchell, Nellie LSan Diego
Pickle, VernaSan Diego
Rhodes, ElvaSan Diego
Rice. NellieSan Diego
Ryan, Maud CeciliaSan Diego
Savage, Hazel FrancesSan Diego
Spring, OrphaSan Diego
Steere, Frances KChicago
Tufts, GraceChicago

JUNIORS.

Alexander, LeilaSan Diego	
Anderson, MyrtleSan Diego	
Angel, ExahSan Diego	
Aston, (Mrs.) H. ESan Diego	
Baker, Hester AMadison, Ala.	
Parrington Evolves San Diago	
Partlit May Alada III	
Bennett Leta San Diego	
Boal, IoneLa Iolla	
Borel, HildaCoronado	
Bower, Mary MSan Diego	
Bowers, RillaSan Diego	
Brackett, LucilePortland, Or.	
Bradbury, MaryEscondido	
Brown Havel C Frondido	
Campbell Anna C Goldfield Nev	
Cantarini Bessie Bonsall	
Carter, Elsie LN. Bloomfield	
Clayton, EmilySan Diego	
Clough, HelenSan Diego	
Cobb, ZereldaSan Diego	
Cooper, AnnaSan Diego	
Crippen, FlorenceSan Diego	
Crockett, EmilieChula Vista	
Curturisht Charlette San Diego	
Czarnowski Lucile San Diego	
Detrick Flizabeth A San Diego	
D'Ewart, Lucia Livingston, Mont.	
Dibble, RuthSan Diego	
Dixon, MaudeChula Vista	
Fensom, ClaraSan Diego	
Fensom Ethel San Diego	
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Fisher, Austina ENational City	
Fisher, Austina ENational City Flint, Edith WSan Diego	
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Fisher, Austina E. National City Flint, Edith W. San Diego Fosgate, Laura San Diego Frazee, Helen Moosa Frazee, L. J. Moosa Frith, Josephine National City Fuller, Dora B. San Diego Golberg, Ella San Diego Goodwyn, Henritta San Diego Goodwyn, Henritta San Diego Graves, Blanche Santa Ana Griffith, Katryn San Diego	
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Fisher, Austina E. National City Flint, Edith W. San Diego Frosgate, Laura San Diego Frazee, Helen Moosa Frazee, L. I. Moosa Frith, Josephine National City Fuller, Dora B. San Diego Golberg, Ella San Diego Golderg, Ella San Diego Goodwyn, Henritta San Diego Goold, Eugenia La Mesa Graves, Blanche Sant Diego Goody, Henritta San Diego Goody, Ethel San Diego Gounn. Ethel San Diego Gunn. Ethel San Diego Hamilton, Ora San Diego Hamilton, Ora San Diego Hamilton, Ora San Diego Holderness, Josephine H. Nestor Horton. Bertha San Diego Holderness, Josephine H. Nestor Horton. Bertha San Diego Hurley, Ella San Diego Hurley, Ella San Diego Hurley, Ella San Diego Judson, (Mrs.) Maud San Diego Hurley, Ella San Diego Judson, Kiella Canton, O. Jenkins, Lena San Diego Jennings, Luella San Diego Jennings, Luella San Diego Johnson. Antonia Oceanside Jones, Evelyn E. San Diego McCann, Bessie Ontario McCoy, Emma Beatrice Toronto, Can. McCormick, Grace San Diego	
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Massingill, Bernice	San Diego
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Michler, Lily	San Diego
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Miller, Gertrude	National City
Molanopassa Tarle	Can Diago
Molyneaux, Luia	San Diego
Moores, Genevieve	Imperial
M-1 Th	T21:1-
Neison, Eleanor	Escondido
Noah Lillie	San Diego
AT . 3.6	T Dan Diego
Norris, Marie	Long Beach
Otis Fannie G	San Diego
Day zamine O.	Dair Diego
Park, Eleanor	La Mesa
Parmateer Marie	San Diego
Taimateet, Marie	Sall Dicgo
Patterson, Mildred	Garv. Ind.
Paylor Fother	Dugan
Lawley, Esther	
Peake, Grace	San Diego
Diamer Cathanina	N-4:1 City
ritman, Catherine	National City
Plato, Edna	Hemet
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rower, (Mrs.) Frances.	San Diego
Powers Ruth	San Diego
TOTALIS, MULLI	Dan Diego
Reed, Mabel	San Diego
Pogon Vonia	San Diago
Regail, Aema	San Diego
Renike, Amelia	San Diego
Damalan Danatha	San Di-
Remaiey, Dorothy	San Diego
Rhoades Teannette	Chula Vista
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Rice, Fern	Escondido
Riddell (Mrs.) Ida	San Diego
Didden, (Mis.) Ida	San Diego
Rider, Ruth E	La Mesa
Poolser Puth	Vieta
Rooker, Ruth	V 15ta
Rose, Maud	Tulsa, Okla,
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Ross, Kuth	Derros
Scanlan Grace A	San Diego
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Schults, Jessie	San Diego
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Sellew, (Mrs.) C. W	San Diego
Shaw, Helen	San Diego
Shaw, Helen	San Diego
Shaw, Helen Lucile	San Diego Brawley
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Seliew, (Mrs.) C. W.— Shaw, Helen Lucile— Shaw, Helen Lucile— Shaw, (Mrs.) M. B.— Spring, Elizabeth P.— Stephens, Anna B.— Strathdee Marion	San Diego San Diego Brawley San Diego San Diego National City San Diego
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SUMMARY OF ENROLLMENT.

College graduate students Normal graduate students Graduates first semester Departmental students Senior A students	27 11 68	
Senior B students	136 279	
Counted twice	6	
Net enrollment Normal School		273
Grades 7 and 894 Ninth grade27	121	
Elementary School, grades 1 to 6	361	482
	-	755



THE SUMMER SESSIONS

OF

The State Normal School of San Diego CIRCULAR OF INFORMATION

FOR 1913-1914

(Reprinted from the Summer Session Bulletin of 1913.)

Note.—The quarterly bulletin of April, 1914, will announce the special features of the session of 1914.

ANNOUNCEMENTS

The Summer Session will begin July 1 and end August 8, 1913.

The object of the Summer Session is to give teachers the latest and best methods in school work, and also to furnish stimulating and suggestive material for the growth of the individual.

The registration fee will be five dollars.

Students in laboratory courses will be charged for materials used and apparatus destroyed.

Credits will be given as shown by synopsis of subjects.

Credits will be given on the basis of one (1) unit for every fifteen exercises of satisfactory work. A course of five exercises weekly during six weeks has a credit value of two units.

The usual amount of credit obtainable during the session is six units. Students may register for more courses if they so desire, and credits will be given for all satisfactory work done during the session.

About eighty units are required for the normal school diploma. One (1) unit is the credit given in the Normal School for one hour a week for one semester.

Students of the summer session must be at least eighteen years of age.

The courses offered imply such previous preparation as will be possessed by certificated teachers; but a limited number of high school graduates and of normal school students will be admitted in special cases.

A general assembly of faculty and students will be held every Monday from 10.35 to 10.55 a. m.

Classes with fewer than five applicants will be omitted.

Lectures in special subjects will be offered during the session.

Students will register Monday, June 30th.

Address all communications to The Registrar.

LIBRARIES AND SPECIAL LABORATORY.

The Normal School Library is an exceptionally well-lighted, attractive room in the west wing of the main building, furnished with individual study tables. While notably strong along the fundamental lines of education and history, it covers efficiently the other departments, including domestic science and art.

The library will be open to all students of the summer session from 8.00 to 1.00, and will be found fully adequate for the work to be given.

A special course entitled "Books and Libraries," consisting of twelve forty-five-minute talks will be offered by the school librarian.

The San Diego Carnegie Library will be open to students.

The Marine Biological Station at La Jolla will be accessible for purposes of observation.

BOARD AND ROOMS.

Board and rooms may be had at from \$25 to \$30 per month. Furnished apartments can be rented at from \$10 and \$15 to \$30 per month. Reasonable rates may be had at Tent City, Coronado.

The secretary will have a complete list of rooms and boarding places for the accommodation of summer school students.

RAILROAD RATES.

Students attending from points in Arizona or New Mexico on the Southern Pacific lines may obtain special southern seashore rates for the Summer Session. The tickets are bought to Los Angeles plus four dollars for the round trip to San Diego. Selling dates may be obtained from local agents.

The Santa Fe has a regular reduced rate to Tent City, Coronado, during the summer, and tickets over this line should be bought to Tent City. These tickets are good throughout the Tent City season. Selling dates may be had from local agents.

VACATION SCHOOL.

A vacation school limited to pupils of a few typical grades will be maintained during the Summer Session. The classes formed will be available for practice teaching and model lessons, particularly in physical and vocational education.

SPECIAL ANNOUNCEMENT

Through an arrangement with the American Institute of Archæology students of the Summer Session will have the unusual opportunity of attending lecture courses to be given by some of the foremost American archæologists. A joint Summer Session conducted by the Institute and the Normal School will be held during the last week in July and the first week in August. A course of lectures in culture history by Dr. Edgar L. Hewett, Director of American Archæology for the Institute, will be offered as one of the regular courses of the Normal School Summer Session at no extra fee. In addition to this course, it is hoped special lectures will be given by Dr. Louis B. Peyton, former Director of the American School in Palestine, Dr. H. R. Fairclough, Leland Stanford Junior University, and Dr. John P. Harrington, Ethnological Investigator of the School of American Archæology, admission to which, and to the excursions contemplated, will be given by ticket at a nominal fee.

Dr. Hewett's course will be offered as a two-hour course, and full credit will be given for it. It will deal with the evolution of culture with special reference to the anthropological bases of modern educational practice, and will show the real significance of the modern problem of vocational education. Dr. Hewett will put at the disposal of the class his magnificent collections of illustrative material.

FACULTY

EDWARD L. HARDY, A.B., Wisconsin, President
School Administration
W. F. BLISS, M.L., California, RegistrarHistory Dean of State Normal School, San Diego.
EDGAR L. HEWETT, Ph.D., GenevaCulture History Director of American Archæology, American Institute of Archæology.
GERTRUDE LONGNECKER, A.M., ChicagoEducation—Methods Director of Normal Training School, San Diego.
MARGARET E. SCHALLENBERGER, Ph.DEducation—Elementary School Administration Director of Normal Training School, San Jose.
J. F. WEST, A.B., StanfordArithmetic Head Department of Mathematics, State Normal School, San Diego.
W. T. SKILLING, M.S., CaliforniaAgriculture and Nature Study Head Department of Agriculture, State Normal School, San Diego.
IRVING E. OUTCALT, A.M., StanfordEnglish Literature Head Department of English, State Normal School, San Diego.
JANE BUTT, A.B., WisconsinDramatics and Expression Supervisor Teaching of Literature, State Normal School, San Diego.
ROSE E. JUDSONPublic School Music Supervisor Teaching of Music, State Normal School, San Diego.
JESSIE RAND TANNER, B.S., ColumbiaPhysical Education Head Department of Physical Education, State Normal School, San Diego.
GEORGIA COY, B.S., ColumbiaPhysical Education Assistant in Physical Education, State Normal School, San Diego.
BESSIE E. HAZEN, A.B
RALPH S. ROBERTS, <i>Iowa State Teachers College</i> Manual Training Instructor in Manual Training, Los Angeles City Schools.
JEAN KRUEGER, Ph.B., ChicagoHousehold Arts Supervisor of Household Arts, Tacoma, Wash.
CAROLINE T. TOWNSEND, Ph.B., ChicagoPrimary Reading and Literature
Assistant Supervisor, State Normal School, San Diego.

SYNOPSIS OF COURSE

SCHOOL ADMINISTRATION

Course No. I.

PRESIDENT HARDY.

The administration of the elementary schools of California as laid down in the Constitution and laws of the State.

2 hours, I unit.

T. Th., 8.00-8.50. R. 12.

Course No. II.

PRESIDENT HARDY.

General school administration with special reference to such problems as the following:

Autocratic control versus co-operation.

Efficiency, costs, values, etc.

Care and control of the school plant.

Pupil government versus co-operation.

The program.

Records and their values.

3 hours, I unit.

M. W. F., 9.00-9.50. R. 12.

CONTEMPORARY EUROPEAN HISTORY.

Course No. III.

Mr. Bliss.

A comprehensive review of European history from the period of the Renaissance, with special reference to the rise of nationalities, the development of constitutional governments, and the effect of industrial conditions on social and political development.

3 hours, I unit.

M. W. F., 8.00-8.50. R. 12.

METHODS IN HISTORY IN ELEMENTARY SCHOOLS.

Course No. IV.

Mr. BLISS.

A course of lectures, assigned readings, and discussions, dealing with the foundations of history, the content and arrangement of the course of study in elementary schools, and methods of instruction.

2 hours, I unit.

T. Th., 9.00-9.50. R. 12.

THE TEACHING OF ELEMENTARY SCHOOL SUBJECTS.

Course No. V.

MISS LONGENECKER.

The teaching of arithmetic and geography and the language arts and instruments—reading, writing, spelling, oral and written composition—will be discussed with special reference to the recent experimental work in education and the suggestions which it offers both as to subject-matter and method in the elementary school. Discrepancies in the usual methods of marking students will be noted, and an equitable system based upon the "probability curve" will be worked out.

3 hours, I unit.

M. W. F., 9.00-9.50. R. 13.

ANALYSIS OF THE TEACHING PROCESS.

Course No. VI.

MISS LONGENECKER.

After considering the child's nature—his instincts, capacities, and interests, and the importance of using these as points of departure in the teaching process—the class will discuss the social complex to which the child must learn to adjust itself by way of organized habits and ideals. The several types of lessons—inductive, deductive, appreciative, study, drill, and review which serve as means of adjustment of the child to his environment—together with school room conditions affecting physical and moral welfare, will be given attention.

2 hours, I unit.

T. Th., 9.00-9.50. R. 13.

PROBLEMS OF THE ELEMENTARY SCHOOL CLASS ROOM.

Course No. VII.

MISS SCHALLENBERGER.

This course will deal with the problems involved in the management of the class room of the elementary school. It will not be a course in methods, but will deal with the child as a member of the school group, and with the social, ethical, and administrative problems of the group.

3 hours, I unit.

M. W. F., 10.00-10.50. R. 13.

ETHICAL EDUCATION, BUILDING OF CHARACTER AND PERSONALITY.

Course No. VIII.

MISS SCHALLENBERGER.

The purpose of the work indicated in the title of Course VIII is distinctly inspirational, and implies such sincerity of purpose and true professional ideals on the part of all who join in it as shall make the course a genuine school for the development of the teacher.

2 hours, I unit.

T. Th., 10.00-10.50. R. 13.

ADVANCED ARITHMETIC.

Course No. IX.

Mr. West.

This course is designed to give a careful review of the more difficult parts of arithmetic, and the treatment will be such as to develop the simplicity and unity of the subject. Implying a knowledge of algebra and geometry, it will furnish a more comprehensive view of the subject than would be possible without such preparation. The objects aimed at are threefold: a review and strengthening of previous knowledge, the acquisition of accuracy in computation, and a comprehension of basic principles. Special emphasis is placed on the importance of thoroughness and accuracy in the fundamental operations.

7 hours, 3 units.

11.00-11.50. R. 29.

METHODS IN ARITHMETIC.

Course No. X.

Mr. West.

The value of arithmetic as part of an educational curriculum depends largely on the way it is presented. The object of this course will be to show how to correlate the various topics so as to give pupils the maximum development with the least expenditure of the teacher's time and energy. To accomplish this end a brief survey will be made of Dewey's Psychology of Number, Smith's Teaching of Elementary Arithmetic, and Young's Teaching of Mathematics in Elementary Schools.

3 hours, 1 unit.

M. W. F., 12.00-12.50. R. 29.

Students who complete satisfactorily Course X will receive credit for the normal school course in arithmetic, except the method hour.

AGRICULTURE AND THE SCHOOL GARDEN.

Course No. XI.

Mr. Skilling.

A discussion of the subject matter suitable for the teaching of agriculture in the elementary schools.

Practical work in laying off and planting a garden.

Work in the lath house, including various methods of propagation, budding, and grafting.

A demonstration of methods of fighting insect and fungus pests.

A study of ornamental shubs and trees.

Excursions to illustrate the work outlined.

5 hours, 2 units.

11.00-11.50. R. 17.

GENERAL NATURE STUDY.

Course No. XII.

Mr. Skilling.

In this course the principles underlying the organization of nature study will be developed.

Especial attention will be paid to physical nature study material, including experiments drawn from chemistry, physics, physical geography, and astronomy.

Students will be expected to examine and discuss in class the naturestudy literature found in the library.

5 hours, 2 units.

12.00-12.50. R. 17.

ENGLISH GRAMMAR AND COMPOSITION.

Course No. XIII.

Mr. Outcalt.

This course will correspond to the Junior B English of the normal school which includes teachers' courses in reading, composition and grammar.

3 hours, I unit.

M. W. F., 8.00-8.50. R. 27.

PROBLEMS IN HIGH SCHOOL ENGLISH.

Course No. XIV.

Mr. Outcalt.

. Discussion of some of the problems that arise in the teaching of literature in the high school, and of the principles that should guide in attempts at their solution.

2 hours, I unit.

T. Th., 9.00-9.50. R. 27.

ENGLISH LITERATURE OF THE NINETEENTH CENTURY.

Course No. XV.

MR. OUTCALT.

A survey of English literature from Wordsworth to the present time. Special attention will be given to the great Victorian poets.

3 hours, I unit.

M. W. F., 9.00-9.50. R. 27.

ELEMENTARY SCHOOL LITERATURE.

Course No. XVI.

Miss Butt.

Discussion of principles underlying the selection and use of literature in the grades.

Discussion of artistic and ethical values in poems, stories, and dramatic literature adapted to the growing power of the child.

Presentation of literature by reading aloud.

Voice. Oral composition. Story telling. Dramatization.

5 hours, 2 units.

10.00-10.50. R. 27.

DRAMATIC LITERATURE AND DRAMATIZATION IN THE HIGH SCHOOL.

Course No. XVII.

MISS BUTT.

Principles of selection and use of dramatic literature in the high school.

This course is intended to assist the teacher in the vitalization of high school English by means of the methods of dramatic art and expression.

Voice. Characterization. Stage deportment.

Selection of plays. Stage management. Dramatic club work.

2 hours, I unit.

T. Th., 11.00-11.50. R. 27.

SIGHT SINGING AND NOTATION.

Course No. XVIII.

MISS JUDSON.

The course provides for instruction in the elements of music, and is designed for grade teachers. Systematic reading of graded material is required throughout the session. The work includes the study of the scale in major and minor; key signatures; measure signatures; rhythm; and the technical terms most commonly used in music.

3 hours, I unit.

M. W. F., 9.00-9.50. R. 15.

METHODS IN MUSIC.

Course No. XIX.

MISS JUDSON.

This course is devoted to the pedagogy of public school music, and will deal with the details of teaching in each grade. The purpose of the rote song and the method of its presentation will be considered, and a definite vocabulary of such songs will be acquired. Suggestions for outlines, lesson plans, programs, and music for special days will be given. Topics for special consideration: Monotones, the school chorus, glee clubs and orchestra, classification and care of children's voices. Some practice and interpretation is included in this course, which is planned with reference to the needs of high, and elementary school teachers.

2 hours, I unit.

T. Th., 9.00-9.50. R. 15.

BACTERIOLOGY.

Course No. XX.

Miss Coy.

The course consists of a series of lectures on bacteria, yeasts, molds, and other micro-organisms in their relations to human life. It presents the simpler forms of laboratory technique useful as illustrative material in the teaching of nature study, hygiene and sanitation in the grades.

5 hours, 3 units.

10.00-10.50. R. 33.

SEX EDUCATION.

Course No. XXI.

MISS TANNER.

The development of sex training in the grades is discussed. The purpose of the course is to open up to the prospective teacher the status of sex problems in education, and to help her in the accumulation of material and methods for meeting present day school demands.

2 hours, I unit.

R. 32.

FOODS AND COOKERY.

Course No. XXII.

The purpose of the course is to give a working knowledge of the following general topics: The composition and nutritive value of foods, the fundamental principles and processes of cookery, household sanitation, and food legislation. Special attention will be given to scientific methods of laboratory work and the adaptation of such methods to the school.

6 hours, 2 units.

11.00-11.50. Rms. 5-8.

SEWING.

Course No. XXIII.

This course is planned especially for teachers of elementary schools. It covers methods of teaching; a general course suitable for each grade; use of paper patterns; application of hand and machine sewing to undergarments, shirt waists, plain dresses; darning, patching, and simple embroidery.

Students must provide material subject to the approval of the instructor.

4 hours, 2 units.

12.00-12.50. R. 5.

DRAWING.

Course No. XXIV.

A course will be outlined in constructive, representative, decorative drawing, and in picture study from the first grade through the eighth grade. Methods of teaching primary work and grammar grade work of all kinds will be given.

The classes will be expected to demonstrate all methods given by studio exercises.

The course will be illustrated fully through the use of the work of the normal school students and the children of the training school.

10 hours, 4 units.

11.00-11.50, 12.00-12.50. R. 11.

WOODWORK.

Course No. XXV.

This course includes eight hours of shop work with two additional hours of lectures covering such topics as the tools used, kind of wood employed, and the methods of joinery and finishing. Each student will make models involving simple problems, and at least one large furniture model based on the earlier work of the course. A course in instrumental drawing based on the models made will be required. Students who wish more advanced work will be given individual instruction.

10 hours, 4 units.

11.00-11.50, 12.00-12.50.

GEOGRAPHY.

Course No. XXVI.

Instructor to be announced.

Note.—A course in geography will be offered, if there are sufficient applications to warrant it. Courses in Spanish and in primary reading and literature have been arranged.

PHYSICAL EDUCATION

A graduate course will be offered extending through two successive summer sessions and leading to recommendation for a special certificate. This recommends the holder to county boards of education in California as one qualified to teach physical training in elementary and intermediate schools.

Students entering the course for the purpose of obtaining such recommendation will devote their entire time to the various required courses regardless of previous training. None of the prescribed subjects is given during the regular school year. Only normal school graduates, or those having equivalent preparation, are eligible. Satisfactory physical condition is an absolute prerequisite. This graduate course is designed to meet the growing demand for special teachers of physical training and for directors of play in schools and on public playgrounds; hence, the department reserves the right to refuse recommendations to any students showing marked inability to undertake the teaching of these subjects.

The full course includes five weeks of practice teaching. Students will meet the instructors of the department for preparatory conferences on the afternoon of Tuesday, July 1, in Room 25.

Each young woman should be provided with two all-white middies with red ties, and two white skirts measuring $2\frac{1}{2}$ yards around the bottom and 7 inches from the floor. For use in the gymnasium there will be needed a pair of white tennis shoes, and a pair of black serge or brilliantine bloomers containing 4 widths of cloth and measuring when finished 14 inches from the floor.

Young men will use regulation Y. M. C. A. gray trousers with soft gray shirts, black ties, and white tennis shoes. It is particularly necessary that the physical instructor be dressed neatly and suitably.

OUTLINE OF GRADUATE COURSES

	Theory.	Hours.
1.	Kinesiology and First Aid	
2.	Theory of Gymnastics	2
	Practice.	
	Elementary Gymnastics	
4.	Elementary Folk Dancing	2
5.	Practice Teaching and Conferences	5
6.	Plays and Games	3
7.	Tennis (elective).	
8.	Rowing (elective).	

Individual courses are open to teachers under the general rules governing registration in other departments. The regulation white middy, black bloomers, and white shoes must be worn in Courses 3, 4, 5, 6.

SECOND SUMMER.

Theory.

- 9. Playground Management and Equipment.
- 10. Educational Aspects of Play.

Practice.

- 11. Advanced Gymnastics.
- 12. Advanced Folk Dancing.
- 13. Organized Playground Games and Sports.
- 14. Practice Teaching on Playground.
- 15. Special Day and Festival Games.
- 16. Swimming (elective).
- 17. Tennis (elective), dealing with conducting of tournaments.
- 18. Rowing (elective).

KINESIOLOGY AND FIRST AID.

Course No. XXVII.

MISS Coy.

Knowledge of the "science of the movements of the human body" is developed through a detailed study of the bones, joints, and muscles of the human mechanism.

The latest methods of rendering effective first aid assistance in cases of accident are studied and demonstrated. Especial attention is paid to the phases of first aid which are particularly serviceable in the training of Boy Scouts.

2 hours, I unit.

R. 31.

THEORY OF GYMNASTICS.

Course No. XXVIII.

MISS TANNER.

This course forms the groundwork for the course next following. It treats of methods of conducting gymnastic classes, the essentials of the Days Order, and the physiological and anatomical results of exercise.

ELEMENTARY GYMNASTICS.

Course No. XXIX.

MISS TANNER.

The Swedish Days Order is taken as the point of departure since it affords sound physiological basis for physical exercise. Exercises without apparatus, wand drills, elementary club swinging, simple folk dancing, and organized gymnastic games will be given in rapid succession that the student may gain as much material as possible for future teaching.

3 hours, I unit.

Gymnasium.

ELEMENTARY FOLK DANCING.

Course No. XXX.

Miss Coy.

A series of simple folk dances suitable for the grades is taught. Quite as much emphasis is placed upon methods of presentation as upon ability to execute the various dances, and the course is designed for teachers only.

2 hours, I unit.

Gymnasium.

PRACTICE TEACHING.

Course No. XXXI.

MISS TANNER, MISS COY.

Classes for the elementary school, in the gymnasium and on the well-equipped playground, afford ample opportunity for practice teaching, for which Courses XXVII, XXVIII, XXIX, XXX, XXXII are all necessary.

5 hours, 2 units.

PLAYS AND GAMES.

Course No. XXXII.

MISS TANNER, MISS COY.

The purpose of this course is the presentation of material especially adapted to the elementary schools. This consists of dramatic games, singing games, and organized games suitable for small children.

3 hours, I unit.

Rms. 31-32.

TENNIS (Elective).

The school tennis courts will be open to students of the summer school during each day of the week except Sunday, and instruction will be given if needed.

ROWING (Elective).

The eight-oared barge owned by the Rowing Association of the Normal School will be available for those interested in rowing. Crews will be in charge of members of the faculty.

The exact content of courses for the second summer session (9-16 inclusive above) will be announced in the summer bulletin for 1914. The general outline given will indicate, however, the sequence and close connection of the work of the two summers. The second session will be devoted more distinctly to the larger activities of school and public playgrounds.

Fee	for	physical	examination.			\$.50
Fee	for	lockers.	(II) (II) (III (III) (III) (III) (III) (III) (III)	 er miler owns your room trys down todas natur come, cycl clast come that d	PE ONL THE TWO GAS THE ENG AND THE	.50

No observers will be admitted to classes in gymnastics or folk dancing without card of admission from the director of the department.

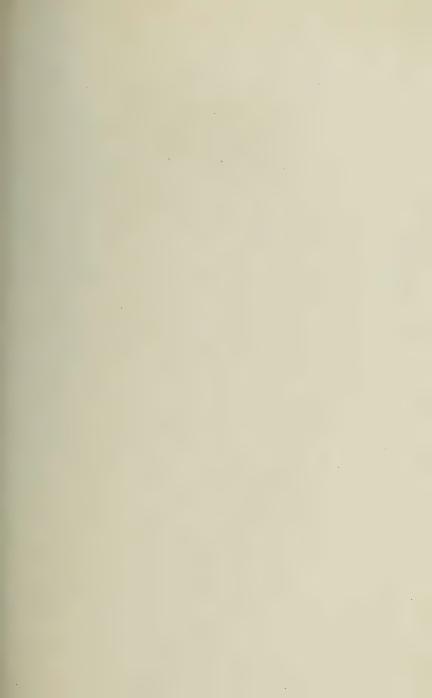
Texts required for class use:

The Teaching of Elementary School Gymnastics	Bowen
Folk Dances and Singing Games	Burchnel
Folk Dances and Games	_Crawford
Games for the Playground, Home, School, and Gymnasium	Bancroft

To applicants for registration:

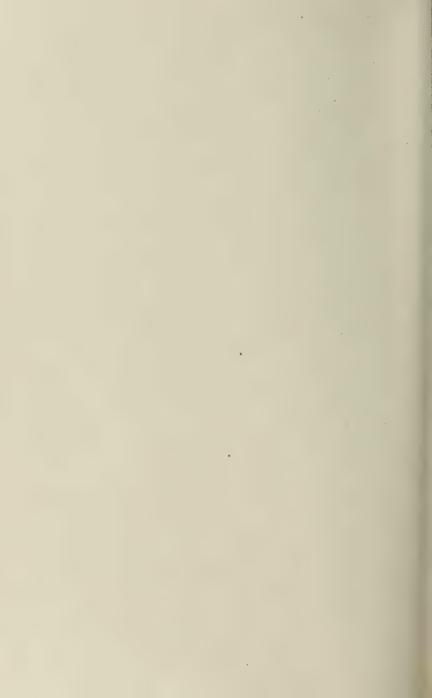
Kindly address inquiries to

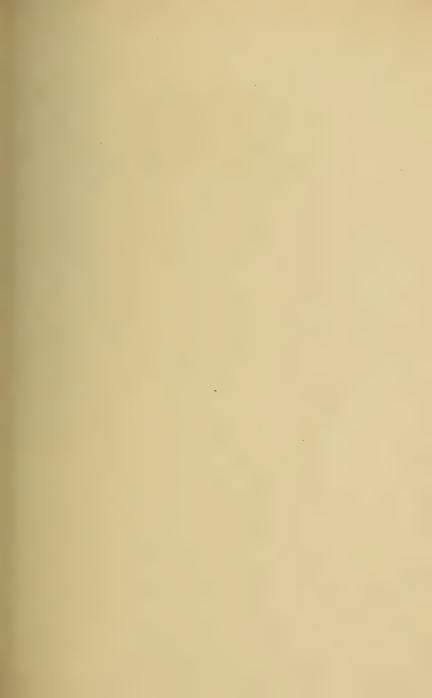
W. F. BLISS,
Registrar,
State Normal School, San Diego, Cal.

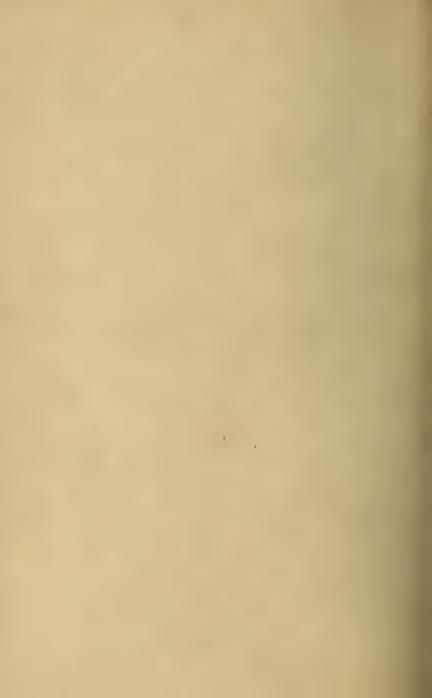












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BULLETIN

THE SAN DIEGO STATE NORMAL SCHOOL

Volume III

JUNE, 1915

No. 2

CATALOG FOR 1914-1915

CIRCULAR OF INFORMATION FOR 1915-1916



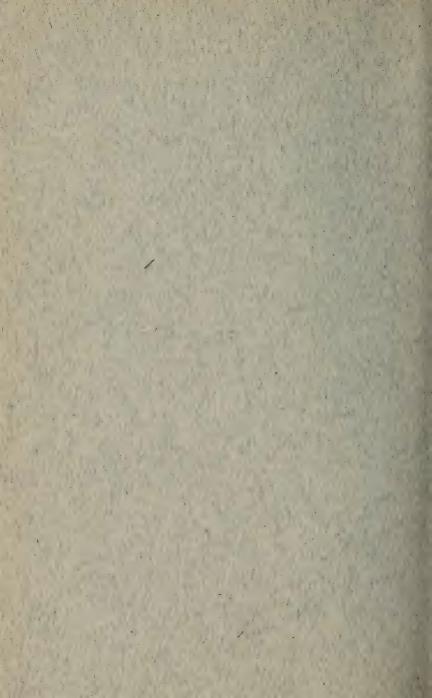
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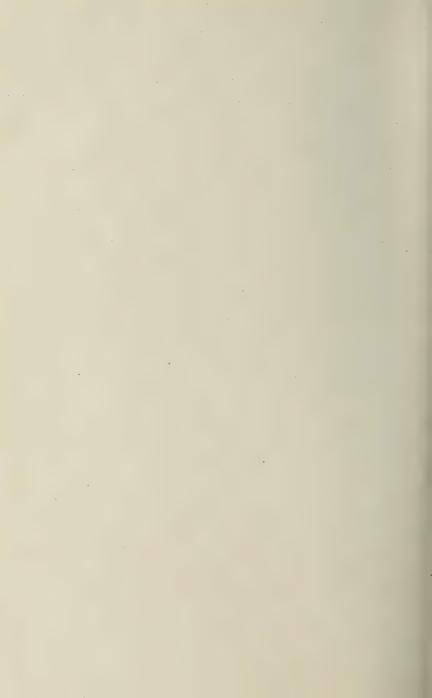
CALIFORNIA STATE PRINTING OFFICE

UNIVERSITY OF ILLINOIS

AUG 5 1915

PRESIDENT'S OFFICE





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PUBLISHED QUARTERLY BY THE STATE NORMAL SCHOOL OF SAN DIEGO
SAN DIEGO, CALIFORNIA

Entered as second-class matter, April 15, 1913, at the post office, San Diego, California, under the Act of August 24, 1912.

CALENDAR 1915-1916.

September 1 to 6 Registration days
September 7 Normal school class work begins
September 8 Training school class work begins
November 12 End of first quarter
November 26 to 29 Thanksgiving recess
December 18 Christmas recess begins
January 2 Christmas recess ends
February 3 End of second quarter
February 4 to 5 Mid-year registration
February 7 Mid-year class work begins
April 14 End of third quarter
April 15 to 24 Spring recess
April 24 Last quarter begins
May 1 Dedication Day
June 21 Normal school class work ends
June 22 Training school class work ends
June 23 Commencement

PROGRAM OF CONFERENCE WEEK.

Registration is completed in the period, September 1st to 6th.

September 7th is set aside as conference day. The first assembly of the year will be held on this day, and all students are required to report at 10:00 a.m., whether assigned to conferences or not.

BOARD OF TRUSTEES.

HIS EXCELLENCY HIRAM W. JOHNSON Governor									
Ex officio.									
HON. EDWARD HYATT - Superintendent of Public Instruction									
Ex officio.									
ISIDORE B. DOCKWEILER Los Angeles									
HON. M. L. WARD San Diego									
WILLIAM T. RANDALL Brawley									
REV. WILLARD B. THORP San Diego									
ERNEST E. WHITE San Diego									
OFFICERS OF THE BOARD.									
HON. M. L. WARD President									
GLADYS F. KELLY Assistant Secretary									
EXECUTIVE COMMITTEE.									
HON. M. L. WARD, ERNEST E. WHITE,									

REV. WILLARD B. THORP.

OFFICERS OF ADMINISTRATION.

NORMAL SCHOOL.							
EDWARD L. HARDY President							
W. F. BLISS Vice President							
MRS. ADA HUGHES COLDWELL Dean of Women							
FLORENCE BRYANT Registrar							
MRS. CHARLOTTE G. ROBINSON Librarian							
DR. CHARLOTTE J. BAKER Medical Examiner							
GLADYS F. KELLY Office Secretary							
MRS. AGNES BRUNDIN Faculty Secretary							
TRAINING SCHOOL.							
GERTRUDE LONGENECKER Director							
GERTRUDE LAWS Principal							
MIRIAM E. BESLEY - Supervisor of Outside Student Teaching							
CAROLINE I. TOWNSEND Supervisor of Primary Teaching							
PAULINE T. BLACK Class Supervisor							
ALICE GREER Class Supervisor							
EDITH HAMMACK Class Supervisor							
EDITH H. RINGER Class Supervisor							
NELLIE B. SEBREE Class Supervisor							
W. D. SWANSON Class Supervisor							
HELEN M. DALE Librarian							

GROUNDS AND BUILDINGS.

FRED W. VAN HORNE		-	-	-	-	- I	Head Janitor
ERNST WIEDENHOFF	-	-		-		Assis	tant Janitor
GEORGE AVERBECK -	-	-	-	-,		Assi	stant Janitor
A. E. DAVIE							
J. M. TURNER			-		-	Assista	int Engineer
MARTIN ROTH	- 2	-	-	-	-	Hed	id Gardener
OTTO YOUNG							
J. G. CROW		-	1	- '	-	-	Watchman

FACULTY.

- EDWARD L. HARDY, PRESIDENT - School Administration

 B.L., University of Wisconsin; graduate student, University of Chicago;
 study of European secondary schools, 1898-1899; Principal San Diego High
 School, 1906-1910.
- W. F. BLISS, VICE PRESIDENT - History and Civics B.S., Mount Union; B.L., M.L., University of California; Vice-Principal and Instructor in History, High School, Santa Barbara, Cal., 1899-1900; Teaching Fellow, University of California, 1908-1909. (Appointed September, 1900.)
- GERTRUDE LONGENECKER Head Department of Education M.A., University of Chicago. Formerly head of Department of Practice Teaching and member of Department of Education, State Normal School at Kirksville, Mo.; member of Department of Education, Chicago Normal School; special lecturer, Illinois State Normal University. (Appointed September 1, 1912.)
- MRS. ADA HUGHES COLDWELL, DEAN OF WOMEN Head

 Department of Household Economics

 Special study, Europe, 1899-1900; Special Student in Domestic Science,
 Teachers' College, Columbia University, New York City, 1907. (Appointed June, 1907.)
- MIRIAM E. BESLEY - - Vocational Education

 Ph. B., A.M., Wellesley College and University of Chicago; Superintendent
 City Schools, Waukegan, Ill.; study of English and European elementary
 schools, 1902-1903; special investigator of vocational guidance and prevocational education, Chicago, 1911-1913. (Appointed September 1, 1913.)
- JANE BUTT - - English and Expression
 A.B., University of Wisconsin; B.O., Northwestern University; Instructor in the University of Wisconsin; "Otis Skinner" Dramatic Company;
 Instructor Cumnock School of Expression, Los Angeles; Sub-head Department of Expression, Los Angeles High School.
- VINNIE B. CLARK - - - Geography

 A.B., University of Wisconsin; graduate student, University of Chicago;
 assistant in geography, University of Wisconsin; Oak Park, Ill., High
 School, 1913-1914. (Appointed September 1, 1914.)
- GEORGIA V. COY - Biology and Physical Education
 State Normal School, San Diego; B.S., Columbia University. (Appointed September, 1912.)
- REBA FLETCHER DOYLE - Assistant, Household Economics
 Graduate San Diego Normal School; Diploma, State Normal School of Manual
 Arts and Home Economics, Santa Barbara; Teacher in the Los Angeles City
 Schools, 1915. (Appointed September 1, 1915.)

- ROSE E. JUDSON - - - - Music Supervisor of Public School Music, Elgin, Ill. (Appointed September 1, 1911.)
- EMILY O. LAMB - - - - Drawing
 State Normal School, Brockport, N. Y.; Normal Art Course, Pratt Institute,
 N. Y.; Department of Drawing, Cumberland Valley State Normal School,
 Pa., 1897-1899; Supervisor of Drawing in grade schools and High School,
 Santa Barbara, Cal., 1900-1904. (Appointed July, 1905.)
- GERTRUDE LAWS - - Principal Intermediate School
 Graduate State Normal School, San Diego; departmental teacher, city schools of San Diego. (Appointed September 1, 1913.)
- IRVING E. OUTCALT - - Head Department of English
 A.B., Stanford University, 1896; A.M., 1897, University of Illinois; Head
 Department of English, San Diego High School, 1907-1911. (Appointed
 September 1, 1912.)
- LOTHAR RALL - - - Manual Training
 Gymnasium, Heilbronn, Germany; State Normal School of Manual Arts
 and Home Economics, Santa Barbara, California; University of California;
 Instructor in Manual Training School, Riverside, Cal. (Appointed September 1, 1914.)
- W. T. SKILLING - - Agriculture and Nature Study
 State Normal School, Los Angeles, Cal.; M.S., University of California;
 teacher in public schools, Los Angeles, Cal., several years; Assistant in
 Physics, University of California, 1899-1901. (Appointed September, 1901.)
- JESSIE RAND TANNER Head Department of Physical Education
 Graduate Boston Normal School of Gymnastics; B.S., Columbia University;
 Bachelor's Teaching Diploma, Teachers' College, Columbia University;
 Tutor, Brookline, Mass., 1901-1902. (Appointed July, 1904.)
- CAROLINE I. TOWNSEND - - - Primary Education
 Ph.B., University of Chicago; Indianapolis Normal School; Teachers' College,
 Columbia University; teacher of primary reading and literature in the
 public schools of Indianapolis and Tacoma. (Appointed July 1, 1913.)
- MRS. A. M. VALENTIEN Elementary Manual Training and Arts and Crafts.

School of Design, University of Cincinnati; Art Academy of Cincinnati; Academie Colorossi, Paris; Under Injailbert and Roller; Academie Rodin, Paris; Under Rodin, Bourdelle and Des Bois; Employed at the Rockwood Pottery for twenty-one years as decorator and modeler. (Appointed September, 1914.)

JAMES G. WILKINSON - - - - Biological Sciences

B.S., Northwestern University; Instructor in Biology, Central State Normal
School, Lock Haven, Pa., 1907-1908; Instructor in Biology, State Normal
School, Superior, Wisconsin, 1910-1911. (Appointed September, 1913.)

^{*}On leave of absence, Sept. 1, 1915, to July 1, 1916.

HISTORICAL.

The State Normal School of San Diego was established by the legislature of the State, March 13, 1897. It has occupied the present site since May 1, 1899. During the eighteen years of its existence it has graduated one thousand students. In September, 1910, the Training School was moved from the main building to a new building erected on the campus at a cost of \$55,000, including equipment. Adequate equipment for out-of-door work was added in 1913.

REQUIREMENTS FOR ADMISSION.

Candidates for admission must be at least sixteen years of age, of good moral character, and physically healthy.

All applicants for admission must sign the following declaration:

I hereby declare that my purpose in seeking admission to the State Normal School of San Diego is to fit myself for teaching, and that I intend to teach in the public schools of California, or of the State or Territory in which I may reside.

Applicants will be admitted as follows:

- (a) Recommended graduates of accredited secondary schools of California.
- (b) Graduates of secondary schools outside of California, provided their credentials are the equivalent of recommended graduation from a California secondary school.
- (c) Applicants partially recommended, and graduates of non-accredited high schools, will be admitted conditioned upon making up deficiencies, either by examination or by class work, at the option of the department concerned.
- (d) Applicants presenting credentials from other normal schools and institutions of the college grade will be assigned to such advanced standing as, in the judgment of the Committee on Advanced Standing, their credentials may warrant.
- (e) Teachers of experience not candidates for graduation will be admitted as visiting teachers for the purpose of doing special work.
- (f) All applicants will be examined in literacy, and arithmetic. Any applicant found deficient in ability to read with clear and pleasing expression, to write a good theme, and to show a reasonable degree of

knowledge of current events and modern thought, will be either refused admission or required to make up his deficiency.

Subjects are not prescribed as prerequisite to admission, except as follows:

English—Three or four years in the high school, or two years of English and two years of a foreign language.

A laboratory science—Taken in the third or fourth year of the high school.

Arithmetic—A review of, in the high school; or in this school, if the entrance examination is not passed.

American History-Taken in the third or fourth year of the high school.

Deficiencies in these prerequisites may be made up in special classes.

* * * *

ADVANCED STANDING.

Experienced teachers holding grammar-school or first-grade certificates will be admitted to the Normal School upon presenting such certificates, together with satisfactory letters of recommendation. They will receive such credit as their preparation and *successful* experience may warrant. On the other hand, they will be required to make up such deficiencies as their work in the school may reveal.

Credits for successful teaching may be given on the following basis:

For	5 0	or:	more	years	 	4	teachings	or	14	units
For	3-5	5	years		 	3	teachings	or	101	units
For	2	ye	ars		 	2	teachings	or	7	units
For	1	V.	ear			1	teaching	or	31	units

Less than one year in teaching will not be recognized.

A unit is defined as the equivalent of 1 hour of work a week pursued for eighteen to twenty weeks.

One year of teaching will be interpreted to mean not less than eight months.

Credits obtained in the State Normal Schools of California or other states, or in colleges and universities of recognized standing, will be honored so far as they cover the work of the regular course of study in this school.

The Committee on Advanced Standing, in arranging programs for students admitted under the foregoing conditions, will first provide for courses in Education, adding other branches to complete the required number of hours.

REQUIRED FOR THE DIPLOMA.

Twenty to twenty-three hours per week for four semesters.

Students intending to enter either the University of California or Leland Stanford Junior University may substitute (as arranged), for other subjects, two years of French or Spanish.

RECOMMENDATIONS.

All candidates for admission must present one or two letters of recommendation from responsible people—former teachers, where possible. Applicants from other normal schools, or schools of equivalent grade, must file with the registrar honorable dismissal certificates, signed by the proper authorities of the schools or colleges last attended by the applicants. Each honorable dismissal certificate should state the educational record of the applicant.

HALF-YEAR COURSE FOR CANDIDATES FOR THE HIGH SCHOOL CERTIFICATE.

A description of this course will be furnished upon application.

FOREWORD.

The main purpose of the Normal School is to prepare proper persons to teach in the public schools of this State. No one unsuited to this service because of temperament, or because of ill health or physical disability, should apply for admission. The standards of the teaching profession are higher each year, not alone in scholarship, but especially along the lines of personal power and general culture. It is the aim of the school to furnish the student both opportunity and help in acquiring the preparation which he needs to become a successful teacher.

Students will be admitted to practice teaching in the Training School only by vote of the faculty.

APPOINTMENT SERVICE.

An appointment department is maintained by the school, the principal purpose of which is to assist superintendents and trustees in securing teachers suited to their needs.

EXPENSES.

Students are required to furnish their own text-books. Tuition is free in all departments. A matriculation fee of five dollars will be charged students taking special courses, and small fees are charged for materials used in laboratory courses. The Associated Student Body fee is \$1.00 each semester.

The school has no dormitories, but rooms and board may be obtained at reasonable rates in suitable homes, recommended by the Dean of Women, where proper supervision will be exercised. The Dean must be consulted before boarding places are selected. Letters of inquiry may be addressed to her at any time, and she will be found in her office one week before the opening of the school.

RIGHTS OF GRADUATES.

The rights and privileges of graduates of California State Normal Schools are defined in section 1503 of the Political Code, the principal features of which are as follows:

The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue diplomas of graduation to those students who worthily complete the full course of study and training prescribed.

Said diploma shall entitle the holder thereof to a elementary school certificate from any county or city and county board of education in the State

EQUIPMENT.

The school has standard, modern equipment, sufficient for all of its work, both required and elective.

ATHLETICS.

Facilities for athletics include tennis courts, boat-house and barges, a playground, an athletic field and a standard, modern gymnasium.

THE CLIMATE OF SAN DIEGO.

Temperatures are usually shown on a globe by lines which pass through regions of the same degree of heat or cold. Red lines of 60 degrees and 70 degrees, showing the summer temperature at San Diego, also inclose Alaska and Siberia. Blue lines of 50 degrees and 60 degrees. showing the winter temperature at San Diego, inclose Egypt and Arabia. Thus San Diego may be said to have Alaskan summers and Egyptian winters.

COURSE OF STUDY.

Note, .- Eighty semester units (hours) of credit are required for graduation, Electives may be taken only after credits for required subjects, on the basis of previous equivalent work, have been granted by the registrar.

FIRST YEAR, JUNIOR B SUBJECTS.

	Hours.	Credits.
Education I		
*Music I	5	3
*Drawing I	5	4
*Science I	5	4
*Geography I	4	3
Applied Sociology		
Physical Education		
	25	. 19

Topobings I and II

FIRST YEAR, JUNIOR A SUBJECTS.

Hours.

20

Credits.

Teachings I and II	5	5
Conference (Methods)	1	1
Methods	1	1
Science II		
Elementary Manual Training and Nature St		
(each one-quarter)		2
*Grammar		
*Reading and Expression		
Physical Education		
Elective	3	3
	26	21
SECOND YEAR, SENIOR B SUBJ	ECTS.	
	Hours.	. Credits.
Teachings III and IV	5	5
Conference (Methods)	1	1
Methods		
Home Economics	2.	2
Literature I, Modern Prose		
Contemporary History		
Education IV (Special Methods)		
Elective	4	4
	20	20
	20	20
SECOND YEAR, SENIOR A SUBJ	ECTS.	
	Hours.	Credits.
Teaching: Chiefly in city or rural schools, one-l	nalf	
day for one-quarter		8
Education V and Hygiene—each one-quarter		
Education II (Psychology)	3	3
Literature II, or Elective		
Social Economics	2	2
Social Economics	4	2

^{*}Students passing entrance examinations and showing a thoroughly good average of adequate preparation in these subjects, or bringing recommended credits in them from high schools offering equivalent courses previously accredited by the normal school, will be given equivalent advanced credit, and, if Teachings I and II are satis-

factory, may be registered as candidates for the departmental teacher's recommendation, to be given, with the regular diploma of the school, on the completion of two years of work. In place of the subjects thus omitted, the candidate will take related elective courses which will entitle him to the departmental teacher's recommendation. Credit given in one or more of these subjects will entitle the student to the taking of an equivalent amount of additional elective work.

Nore.-Recommendation for departmental teaching must not be construed as

recommendation for special certification.

ELECTIVES.

Hour	-6	Hours.
Literature II		Food and Dietaries 5
Periodical Literature	2	Institutional Cookery 5
The Short Story		Sewing 4
Spanish	5	Woodwork, I, II, each 5
Dramatization of History and		Woodwork III 10
Literature	3	Mechanical Drawing 5
Education III	3	Arts and Crafts I 5
Primary Education		Arts and Crafts II5
Vocational Education		Drawing II 3
Standards in Education	3	Music II 3
Library Methods	3	Agriculture, I and II, each 4
Rural School Problems		Farm Mechanics 5
Geography II		Plays and Games2
Geography III		Elementary Gymnastics 5
Typewriting		Bookkeeping 3
Domestic Chemistry		

Note.-Detailed description of the elective courses will be furnished upon request.

DEPARTMENTAL COURSES.

These courses, requiring the equivalent of three years of work and made up of correlated electives arranged in consultation with the registrar, may be taken by qualified undergraduates, or by graduate students who wish to become departmental teachers. The courses are not intended for candidates for special certificates, recommendations for which will not be given by this institution except to a few selected holders of fellowships, as indicated below.

PRACTICE TEACHING.

The amount of practice teaching required is indicated in the outline of the course of study. It includes both training in the teaching of subjects and training in the handling of the school group for half-day and all-day periods, in the training school and in neighboring city and rural schools

FELLOWSHIPS.

Fellowships (without honorarium) have been instituted, a fellowship to be conferred by vote of the faculty on nomination of the department concerned, and to entitle the recipient to special training and to recommendation to county boards of education for the special elementary of the special high school certificate.

Candidates must be graduates of California, or equivalent, normal schools, and must submit satisfactory evidence of special fitness and attainment, or must be able to show two years of college or other equivalent training and special fitness.

Holders of fellowships who have done one year of satisfactory work, will be entitled to recommendation for the special elementary certificate, and those who have done two years of work will be recommended for the special high school certificate; *provided*, that within the period specified, they are able to meet any requirements that the State Board of Education may have been authorized by law to impose.

BRIEF DESCRIPTION OF THE PROFESSIONAL COURSES.

Note.—Only the required courses are here outlined, except those in pedagogy and English.

The usual method of presenting the theory of education under such heads as "Psychology," "Child Study," "Pedagogy," etc., is not followed, but such material is selected from all of these fields as seems most valuable for advancing the student's knowledge along three lines—child nature and development, the ends of education, and the means to be employed in the process. The work throughout consists of readings, reports, papers, and class discussions.

Education I-Analysis of Teaching Process.

After considering the child's nature—his instincts, capacities and interests, and the importance of using these as points of departure in the teaching process—the class will discuss the social complex to which the child must learn to adjust itself by way of organized habits and ideals. The several types of lessons—inductive, deductive, appreciative, study, drill, and review which serve as means of adjustment of the child to his enironment—together with school-room conditions affecting his physical and moral welfare, will be given attention.

3 hours a week for one semester.

Education II—Psychology as Applied to Education.

The second part of the course views education from the standpoint of psychology. The following topics are discussed: The relations of mind and body; conscious states and processes,—attention, perception, association, memory, imagination, apperception, reasoning, and judging; the control of conscious processes,—instinct, feelings and emotions, practice and habit, will. Some attention is also given to individual differences in children. The aim is to apply the psychological knowledge gained directly to problems in education, and many topics usually considered under the head of "General Methods" are given consideration here.

3 hours a week for one semester.

Education III—History of Education.

The third part of the course consists of the history of education, which includes a study of the lives and teachings of a few of the greatest educators, and of some notable school systems and great social movements which have strongly influenced education.

(Elective.) 3 hours a week for one semester.

Education IV-The Teaching of Elementary School Subjects.

The teaching of arithmetic and the language arts and instruments—reading, writing, spelling, oral and written composition—will be discussed with special reference to the recent experimental work in education and the suggestions which it offers both as to subject matter and method in the elementary school. Discrepancies in the usual methods of marking students will be noted, and an equitable system based upon the "probability curve" will be worked out.

3 hours a week for one quarter.

Education V.

School administration as it affects the teacher, including her relations to administrative officers,—and school law of California.

3 hours a week for one quarter.

Rural School Problems.

The distinct purposes of this course are:

- 1. To study the evolution of rural school education and to lead students to realize the actual conditions of rural life through their own observation and through the study of the literature dealing with the subject.
- 2. To discover what is being done in various parts of the world to ameliorate rural conditions.
 - 3. To ascertain the part the school should take in this work.
- 4. To develop a sympathetic attitude and to formulate some definite ideas and plans as to the service a teacher may render her community.

(Elective.) 3 hours a week for one semester.

Vocational Guidance and Vocational and Pre-Vocational Education.

This course will deal with the problems which have grown up through the failure of the school to meet the needs of the non-book type of child. It will include instruction in the making of community surveys as a basis for the introduction of pre-vocational work into the elementary school; special vocational courses in high school, and special types of schools, such as continuation, part-time, and trade. It is the intention to make the course especially practical for superintendents, principals and teachers contemplating the introduction of vocational work into the schools.

(Elective.) 3 hours a week for one quarter.

Standards of Measurement as Applied to Elementary School Subjects.

The Binet-Simon tests to determine the mental efficiency of the normal as well as the sub-normal child, the Thorndike and Ayres scales for measuring the quality and legibility of handwriting, the Hillegas tests for attainment in English composition, the Bryan and Harter tests for determining the best methods for memory drill, and the Courtis standards for measuring the arithmetical abilities of the individual child, and tests for making standard measures in arithmetic, in all grades, will be considered. Practical exercises in the uses of the tests and standards will be given so that a superintendent, principal, or teacher may ascertain scientifically how different school systems or different schools and grades in the same system or district compare, with data, also, as to the comparative merit of different methods of instruction and the efficiency of the grade or of the individual child in elementary school subjects.

(Elective.) 3 hours a week for one quarter.

Primary Education.

This course will consist of three lines of inquiry: (a) the physical aspects of reading, including the work of the eye, the frequency and duration of reading pauses, inner speech and its effects upon silent reading habits; (b) the critical examination of primary reading texts, which will involve, (c) the discussion of present day methods and the relation of phonics to thought getting.

The services literature may render in the education of children will constitute the focus of the remainder of this course. Discussion of principles underlying the selection and use of primary literature will lead to consideration of, (a) stories and story telling, and (b) poetry and its place in the primary curriculum.

(Elective.) 3 hours a week for one semester.

SPECIAL METHODS COURSES.

In connection with their practice teachings, students will be required to attend the conferences and methods classes conducted by the several supervisors.

4 hours a week for one semester.

ENGLISH.

Individual work in English composition, adapted as far as possible to the need of the student whenever notable deficiency is indicated by the entrance examination in English or by the reports of instructors relative to written expression, is required. No credit is given for this work.

Work continued until deficiencies are overcome.

Grammar: This course is required of all students who do not pass a special examination in the subject.

2 hours a week for one semester.

Reading and Expression: Voice training; the technic of reading, oral and silent; public speaking and dramatic expression.

3 hours a week for one semester.

LITERATURE.

I. A study of modern prose literature, with the specific object of promoting mastery of the resources of the language. Material is selected from the greatest prose writers of the period from the Victorian era to the present time.

22 hours a week for one semester.

II. Modern English poetry, with a brief introductory survey of the great periods of English literature. The emphasis is placed on the poetry of the period from the Victorian era to the present time, and the primary object is the developing of appreciation of the nature and worth of great literature.

(Elective.) 4 hours a week for one semester.

The Short Story: A course combining advanced narrative composition with the study of typical modern short stories.

(Elective.) 2 hours a week for one semester. (Credit may be for one or for two hours.)

Periodical Literature: A course dealing with current events, with special emphasis upon current developments in sociology, science and art.

(Elective.) 2 hours a week for one semester.

DRAMATIZATION OF HISTORY AND LITERATURE.

A study of the different phases of dramatic instinct as manifested m children's plays and impersonations and in their love of seeing and taking part in dramatic performances. Organization of dramatic work in the elementary school. History, in outline, of the development of drama. Study of constructive drama. Practice in the dramatization and staging of literature and history.

(Elective.) 4 hours a week for one semester.

ARITHMETIC.

(a) Students who do not present high school recommendation in arithmetic, or who fail in the preliminary examination in the subject, will be required to review it until thoroughness and accuracy in the fundamental operations are attained, together with a reasonable understanding of basic principles.

Work continued until the deficiency is removed.

(b) Methods of teaching arithmetic are taught in one of the regular methods classes. (See outline of course of study.)

BIOLOGICAL SCIENCE.

A full year's course in biological science, including physiology, is offered for the junior year: The aim is to help the student to acquire a scientific habit of mind, and thereby to gain a sound basis for intellectual independence; also, to give him an adequate conception of the biological point of view, with some suggestions as to the relation of the principles of biology to the solution of important problems of human welfare. The laboratory work covers the more interesting phases of the subject. It is an important feature of the course, but care is taken that it shall not be unduly emphasized.

5 hours a week for one year.

Note.—This course is required of all junior students, but credit for high school work in biology of equivalent character will be given, whenever possible, for about one-half of the course.

SOCIAL ECONOMICS.

This course is intended to supplement the course in home making. It deals with community making and the elements of political economy and sociology. Such topics are investigated and discussed as exchange, finance, movements of population, industrial problems, race influences,

national development, political and social tendencies. An effort is made to treat these and allied topics from a national and international point of view and to induce students to think clearly and make rational generalizations.

2 hours a week for one semester.

CONTEMPORARY HISTORY.

A comprehensive review of European history from the period of the French Revolution, with special reference to the rise of nationalities, the development of constitutional governments, and social and political questions of the day.

21/2 hours a week for one semester.

GEOGRAPHY.

Geography I. (Required World Geography.)

This course deals with the principles which determine the products and the manner of living on different parts of the earth's surface, and is largely mathematical, climatological and meteorological.

2 hours of lecture and 2 hours of laboratory a week for one semester.

MUSIC.

This course provides for instruction in the elements of music. It includes the study of terminology, key and measure signatures, major and minor scales, chromatics, triads and their inversions in close and open harmony, intervals, modulation and transcriptions. Ear-training and sight-reading are carried through the course. The rote-song, its purpose and method of presentation, will be considered, and a large number of supplementary graded songs will be learned.

5 hours a week for one semester.

DRAWING.

I. This course includes landscape composition and the perspective incidental to such work.

Original landscape composition in charcoal and color.

Fruit, flower and bird compositions.

Free-hand lettering, using block type and old English type.

5 hours a week for one semester.

HOME MAKING.

This course is planned to give students a general view of the place of the household in society, as a means of liberal culture. It will emphasize the administration of the home, and its sanitary, economic, legal and community problems. A limited amount of laboratory work in the management of the kitchen, including cookery, in house sanitation, household accounts, etc., will be required.

2 hours a week for one semester.

APPLIED SOCIOLOGY.

This course is required of all students, and will be given in the Junior B division. It will include lectures and readings in social usage, and will deal particularly with woman's relation to society.

I hour a week for one semester.

MANUAL ARTS.

Elementary Manual Training. A course covering the work of the first five grades, including methods for teachers of rural as well as city schools; clay modeling, stenciling, cardboard and paper construction, braiding and knotting, raffia and reed basketry, and weaving of textiles and fabrics. Principles of design and handling of colors. Relation of manual training to the other subjects taught in these grades will be emphasized throughout the course.

4 hours a week for ten weeks.

NATURE STUDY.

The principles underlying the choice of subject-matter and the methods of presenting it to the children. Class demonstrations of illustrative material. Special emphasis upon physical nature study, using as reference the San Diego Normal School bulletin on the subject. The subject-matter dealt with is drawn chiefly from the sciences of physics, astronomy, and chemistry, care being taken to teach students to discriminate in their selection of material from these sources for use in nature study.

4 hours a week for ten weeks.

PHYSICAL EDUCATION.

I and II. Systematic class training is required of all students except seniors. The students are examined by the medical examiner, and can be excused only upon recommendation. A record of the physical condition, measurements, and personal history of each student is kept, which makes possible a wise and safe direction of the activities of the individual.

The regular drill consists of formal exercises in which the corrective and hygienic motives are combined. Apparatus work is so modified as to be only a rational part of the general scheme.

Rhythmic gymnastics, together with folk and dramatic games and dances, are extensively used, while much time is devoted to organized games of skill. An attempt is made to arouse a spirit of genuine enthusiasm for games, both for the benefit of the students themselves and as a preparatory training for the teaching of games. Informal talks on hygiene are given, according to the special needs of the various classes.

Gymnasium suits are uniform in cut and color, hence students are advised not to have suits made before seeing the instructor.

(Required.) Each, 2 hours a week for one semester.

III. Sex Anatomy and Hygiene.

- (a) A detailed study is made of the anatomy of the human female reproductive organs, which study affords a basis for the consideration of physiological sex phenomena. Much attention is given to the large problems of sex hygiene, both for the benefit of the individual student and to give larger professional power.
 - (b) Study of "Health Indexes" of Children.

(Required.) 2 hours a week for one semester.

Note.—A separate course is given the men students.

COLLEGE GRADUATE STUDENTS.

Candidates	for	High	School	Certificates.
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Jameson, Irene	EvelynSan	Diego
Moore, Jennie	CloughlySan	Diego

SAN DIEGO NORMAL GRADUATE STUDENTS.

Barrington, EvalynSan	Diego
Dibble, Ruth	Diego
Holland, Alice EthelSan	Diego
McCollom, Mrs. Emma ElizabethSan	Diego
Reed, Mabel ClaireSan	Diego
Riggle, Lula MayNation	al City
Wilson, Althea	Diego

GRADUATES FROM JUNE, 1914 TO FEBRUARY, 1915.

Bartron, Ruth Irene		
White	Cloud,	Mich.
Cash, Alma	San	Diego
Cole, Violet Mary		ngeles
Cowan, Mary McReynolds	5	

Crow, Hazel Herrington Fresno Davis, Lillian Waters Cambridge, Mass. Dibble, Ruth Elizabeth San Diego Farthing, Mrs. Mary Rourke

Fisher, Austina Elizabeth
National City Flaherty, Jessie Kathryn... San Diego Fosgate, Laura May.... San Diego Fosgate, Leura May.... San Diego Foster, Evelyn Tilton... Concord, N. H. Harnly, Alice Irene.... Pasadena Hostetter, Ella.... Millersburg, Ind. Jernigan, Eva Ida... San Diego *Little, Mrs. Grace... San Diego Long Beach McCully, Edna Imogene_Maher, Colo. McKnight, Ruby Elizabeth Massingill, Bernice L.——San Diego Moore, Jennie Cloughly—San Diego Naudain, Orma Lynne ...Sioux Falls, S. D.

McConaughy, Margaret Mary

Sioux Falls, S. D.
Nichols, Marie Elizabeth...San Diego
Persons, Grace L......Plum City, Wis.
Pickle, Verna May.......San Diego
Pittenger, Mary Ellena....Lakin, Kan.
Reinke, Amelia B.......San Diego
Riggle, Lula May.....National City
Ruggles, Alice Pearl.....San Diego
Sawyer, Bertha Melita......El Centro
Sette, Leona Estelle......Chula Vista
Spring, Elizabeth Paton.National City
Wegeforth. Emma Rebecca...San Diego Wegeforth, Emma Rebecca_San Diego West, Marguerite Elizabeth_Santa Ana Young, Bernice Mary ____Azusa

SENIOR A CLASS. SECOND SEMESTER. 1914-1915.

De Lisle, Mrs. Mary____San Diego | Gardiner, Helen Leota__Pacific Beach

Austin, GenevieveChula Vista
Ball, Elnora MarieNational City
Beswick, Rachel HartSan Diego
Bihler, AnnaSalt Lake City
Bihler, MarthaSalt Lake City
Birchley, Nellie Amyes Oceanside
*Brown, Mrs. DaisyEdwardsville, Ill.
*Brown, GladysChula Vista
Brown, Hazel GertrudeSan Diego
Bryan, Mary RuthBonsall
Burdette, Mrs. Edna GSan Diego
Charlton Tillian Adalla National City
Charlton, Lillian Adelle_National City
Coghlan, Bessie MargaretSan Diego
Craig, VirginiaSan Diego
Czarnowski, Lucile Katharine
San Diego
Dale, HelenLa Jolla
*Daniel, Sadie Grand Junction, Colo.

___San Diego

Dawkins, Mrs. Ida Haagland

Denniss, WinifriedSan Diego Dewing, Hazel LouiseSanta Barbara Donohue, OliveNational City
Dool, LucilleLos Angeles
Downing Mrs. Holon Source
Downing, Mrs. Helen Sayre
San Diego
Duncan, HelenDixieland
Durant, E. AugustaSan Diego
Durrell, Mary AnnetteAzusa
Edelbrock, FrancesSan Diego
Ehlers, Laura LouiseLakeside
Eldred, Lina MaeSan Diego
Emery, MurielLos Viejas
Farley, Eva May Bostonia
Farley, Mrs. Mabel EdnaBostonia
Field, Hannah Lenore
Minneapolis, Minn.
Fleming, FlorenceSan Diego
*Foster, NellieSan Diego
Fuller, Dora BrownSan Diego
and, Dora Diotina

SENIOR A CLASS, SECOND SEMESTER, 1914-1915-Continued.

Gass, Anna LawsonSanta Paula	Pile, Bengie HeleneSan Diego
Harron Christina Marionia	Powers Parth Line Can Diego
Harper, Christine Marjorie	Powers, Ruth LinaSan Diego
Los Angeles	Pugh, Louise Katherine Los Angeles
*Harris, CorinneJulian	Purrier, LoritaSan Diego
Haskell, Grace Morse_San Bernardino	Redway Chauncey Hamilton
Hasken, Grace Moise_San Demarding	Redway Chauncey Hamilton
Haskell, Helen Louise-San Bernardino	Chattanooga, Okla.
Hatz, Elsie SelinaChula Vista	Reid, Lucille Marguerite_Corning, Ia.
Henking, Frances Corinne_San Diego	Reuille, Jennie ASan Diego
II-11 Tarices Comme-Dan Diego	Di de Desil Francisco Celter
Holborn, Lucile AnnSan Diego	Rhodes, Pearl FrancenaColton
Hood, Ella HAlliance, Neb.	Ridlington, Mrs. Vivian Allert
Hooper, Ruby JaneEscondido	Riggle, Genevieve Elizabeth
Horton, Bertha EmmaSan Diego	Diggle Congrisons Fligsboth
	Riggie, Genevieve Enzabeth
Hostetter, EthelMillersburg, Ind.	
Hostetter, KateMillersburg, Ind.	Rounds, Frances Eleanor San Diego
Hugus, IdaSan Diego	Rounds, MildredSan Diego
Humphrey, Edith PaulineEscondido	
	*Rowland, EffaSan Diego
Imel, Dea La Plume_Astoria, Oregon	Ruggles, OvaSan Diego
*Jacobs, VioletRamona	Scalf, AnnaMillersburg, Ind.
James, Lorena May_Saskatchawan, Can.	Schmitz, Nicholas Belgrade, Minn.
James, Lorena Way Saskatchawan, Can.	Schilltz, Micholas Beigrade, Minn.
Jameson, Irene EvelynSan Diego	Sears, Myrtle ElizabethEl Cajon
Jenkins, Lena ShermanSan Diego	Shaw, Helen ASan Diego
Jensen, Aurora RSan Diego	Sheldon, Gladys ClaraLordsburg
Johnson Ethal Mas Damons	Sims, Mrs. Julia ESan Diego
Johnson, Ethel MaeRamona	Sims, Mrs. Julia ESan Diego
Johnson, EulaNational City	Sloan, Gladys EthelSan Bernardino
Johnson, Larue OrphaEscondido	Smith, KatharineSan Diego Smith, Lois HSan Diego
Jones, JosephineSan Diego	Smith Lois H San Diego
Tandan Man Mahal Washbarn	Steiger, CarolynSan Luis Rey
Jordan, Mrs. Mabel Washburn	
San Diego	Stoner, Azile MayOntario
*Kelley, BerthaSan Diego	Stoner, Azile MayOntario
*Kelley, BerthaSan Diego	Strait, Dexa CarsonPacific Grove
Kendrick, Lois EllenOntario	Strait, Dexa CarsonPacific Grove Swanson, Hilma Cecilia_Millbank, S. D.
Kendrick, Lois EllenOntario Kent, VivianSan Diego	Strait, Dexa CarsonPacific Grove Swanson, Hilma Cecilia_Millbank, S. D. Tammen, GeorgineSan Diego
Kendrick, Lois Ellen Ontario Kent, Vivian San Diego Kinyon, Mildred San Diego	Strait, Dexa CarsonPacific Grove Swanson, Hilma Cecilia.Millbank, S. D. Tammen, GeorgineSan Diego Tanzey, Audrey Eleanor
Kendrick, Lois Ellen Ontario Kent, Vivian San Diego Kinyon, Mildred San Diego	Strait, Dexa CarsonPacific Grove Swanson, Hilma Cecilia.Millbank, S. D. Tammen, GeorgineSan Diego Tanzey, Audrey Eleanor
Kendrick, Lois Ellen Ontario Kent, Vivian San Diego Kinyon, Mildred San Diego *La Pash, Ethel San Diego	Strait, Dexa Carson——Pacific Grove Swanson, Hilma Cecilia_Millbank, S. D. Tammen, Georgine————San Diego Tanzey, Audrey Eleanor——Middletown, O.
Kent, Vivian San Diego Kinyon, Mildred San Diego *La Pash, Ethel San Diego *Lovejov, Ida May San Diego	Strait, Dexa Carson —— Pacific Grove Swanson, Hilma Cecilia_Millbank, S. D. Tammen, Georgine ————San Diego Tanzey, Audrey Eleanor ——————Middletown, O. *Thorpe, Mrs. Katherine ——San Diego
Kent, Vivian Ontario Kent, Vivian San Diego Kinyon, Mildred San Diego *La Pash, Ethel San Diego Lovejoy, Ida May San Diego Lowe, Constance E. Allegan Mich	Strait, Dexa Carson —— Pacific Grove Swanson, Hilma Cecilia Millbank, S. D. Tammen, Georgine ———— San Diego Tanzey, Audrey Eleanor —— Middletown, O. *Thorpe, Mrs. Katherine —— San Diego Toews, Louise G. ————— Coronado
Kent, Vivian — Ontario Kent, Vivian — San Diego Kinyon, Mildred — San Diego *La Pash, Ethel — San Diego Lovejoy, Ida May — San Diego Lowe, Constance E. — Allegan, Mich. Lyon, Mrs. Virginia E. — San Diego	Strait, Dexa Carson —— Pacific Grove Swanson, Hilma Cecilia Millbank, S. D. Tammen, Georgine ———— San Diego Tanzey, Audrey Eleanor —— Middletown, O. *Thorpe, Mrs. Katherine —— San Diego Toews, Louise G. ————— Coronado
Kent, Vivian — Ontario Kent, Vivian — San Diego Kinyon, Mildred — San Diego *La Pash, Ethel — San Diego Lovejoy, Ida May — San Diego Lowe, Constance E. — Allegan, Mich. Lyon, Mrs. Virginia E. — San Diego	Strait, Dexa Carson ——Pacific Grove Swanson, Hilma Cecilia_Millbank, S. D. Tammen, Georgine ———San Diego Tanzey, Audrey Eleanor ——Middletown, O. *Thorpe, Mrs. Katherine ——San Diego Toews, Louise G. ————Coronado Tozer, Agnes Ruphena ——San Diego
Kent, Vivian — San Diego Kinyon, Mildred — San Diego *La Pash, Ethel — San Diego Lovejoy, Ida May — San Diego Lowe, Constance E — Allegan, Mich, Lyon, Mrs. Virginia E — San Diego McClure, Granville W — San Diego	Strait, Dexa Carson ——Pacific Grove Swanson, Hilma Cecilia_Millbank, S. D. Tammen, Georgine ———San Diego Tanzey, Audrey Eleanor *Thorpe, Mrs. Katherine ——San Diego Toews, Louise G. ———Coronado Tozer, Agnes Ruphena ——San Diego Twombly, Josephine Margaret
Kentrick, Lois Ellen	Strait, Dexa Carson ——Pacific Grove Swanson, Hilma Cecilia_Millbank, S. D. Tammen, Georgine ———San Diego Tanzey, Audrey Eleanor *Thorpe, Mrs. Katherine ——San Diego Toews, Louise G. ———Coronado Tozer, Agnes Ruphena ——San Diego Twombly, Josephine Margaret
Kent, Vivian — San Diego Kinyon, Mildred — San Diego *La Pash, Ethel — San Diego Lovejoy, Ida May — San Diego Lowe, Constance F. — Allegan, Mich. Lyon, Mrs. Virginia E. — San Diego McClure, Granville W. — San Diego McIntyre, Fanny Beckham San Diego McLaury, Emma L. — San Diego	Strait, Dexa Carson
Kent, Vivian — San Diego Kinyon, Mildred — San Diego *La Pash, Ethel — San Diego Lovejoy, Ida May — San Diego Lowe, Constance F. — Allegan, Mich. Lyon, Mrs. Virginia E. — San Diego McClure, Granville W. — San Diego McIntyre, Fanny Beckham San Diego McLaury, Emma L. — San Diego	Strait, Dexa Carson
Kent, Vivian — San Diego Kinyon, Mildred — San Diego *La Pash, Ethel — San Diego Lovejoy, Ida May — San Diego Lowe, Constance F. — Allegan, Mich. Lyon, Mrs. Virginia E — San Diego McClure, Granville W — San Diego McLury, Fanny Beckham San Diego McLaury, Emma L — San Diego McLeod, Mrs. Jessie — San Diego McLeod, Mrs. Jessie — San Diego	Strait, Dexa Carson
Kent, Vivian San Diego Kinyon, Mildred San Diego Kinyon, Mildred San Diego Kinyon, Mildred San Diego Lovejoy, Ida May San Diego Lowe, Constance E. Allegan, Mich. Lyon, Mrs. Virginia E. San Diego McClure, Granville W. San Diego McIntyre, Fanny Beckham San Diego McLaury, Emma L. San Diego McLeod, Mrs. Jessie San Diego McLeod, Mrs. Jessie San Diego Mcry, Gladys Edna San Diego Merwin, Gladys Edna San Diego	Strait, Dexa Carson
Kent, Vivian San Diego Kinyon, Mildred San Diego Kinyon, Mildred San Diego Kinyon, Mildred San Diego Lovejoy, Ida May San Diego Lowe, Constance E. Allegan, Mich. Lyon, Mrs. Virginia E. San Diego McClure, Granville W. San Diego McIntyre, Fanny Beckham San Diego McLaury, Emma L. San Diego McLeod, Mrs. Jessie San Diego McLeod, Mrs. Jessie San Diego Mcry, Gladys Edna San Diego Merwin, Gladys Edna San Diego	Strait, Dexa Carson
Kent, Vivian San Diego Kinyon, Mildred San Diego *La Pash, Ethel San Diego *Lovejoy, Ida May San Diego Lowe, Constance F. Allegan, Mich. Lyon, Mrs. Virginia E San Diego McClure, Granville W San Diego McLure, Granville W San Diego McLaury, Emma L San Diego McLeod, Mrs. Jessie San Diego Micher, Lily San Diego Micher, Leta Ruth San Diego	Strait, Dexa Carson — Pacific Grove Swanson, Hilma Cecilia Millbank, S. D. Tammen, Georgine — San Diego Tanzey, Audrey Eleanor
Kent, Vivian San Diego Kinyon, Mildred San Diego Kinyon, Mildred San Diego Kinyon, Mildred San Diego Lovejoy, Ida May San Diego Lowe, Constance E. Allegan, Mich. Lyon, Mrs. Virginia E. San Diego McClure, Granville W. San Diego McIntyre, Fanny Beckham San Diego McLaury, Emma L. San Diego McLeod, Mrs. Jessie San Diego McLeod, Mrs. Jessie San Diego Mcry, Gladys Edna San Diego Merwin, Gladys Edna San Diego	Strait, Dexa Carson
Kent, Vivian — San Diego Kinyon, Mildred — San Diego Kinyon, Mildred — San Diego *La Pash, Ethel — San Diego Lovejoy, Ida May — San Diego Lowe, Constance F. — Allegan, Mich. Lyon, Mrs. Virginia E. — San Diego McClure, Granville W. — San Diego McLaury, Emma L. — San Diego McLaury, Emma L. — San Diego McLaury, Emma L. — San Diego McLeod, Mrs. Jessie — San Diego Mcrwin, Gladys Edna — San Diego Michler, Lily — San Diego Milder, Leta Ruth — San Diego Montgomery, Edith Florence	Strait, Dexa Carson
Kent, Vivian ————————————————————————————————————	Strait, Dexa Carson
Kent, Vivian San Diego Kinyon, Mildred San Diego Kinyon, Mildred San Diego Lovejoy, Ida May San Diego Lovejoy, Ida May San Diego Lowe, Constance E. Allegan, Mich. Lyon, Mrs. Virginia E. San Diego McClure, Granville W. San Diego McIntyre, Fanny Beckham San Diego McLaury, Emma L. San Diego McLeod, Mrs. Jessie San Diego Mcrwin, Gladys Edna San Diego Miller, Lily San Diego Miller, Leta Ruth San Diego Montgomery, Edith Florence San Diego Moores, Luella Imperial	Strait, Dexa Carson
Kent, Vivian — San Diego Kinyon, Mildred — San Diego *La Pash, Ethel — San Diego Lovejoy, Ida May — San Diego Lowe, Constance E — Allegan, Mich. Lyon, Mrs. Virginia E — San Diego McClure, Granville W — San Diego McLaury, Emma L — San Diego McLeod, Mrs. Jessie — San Diego Merwin, Gladys Edna — San Diego Michler, Lily — San Diego Michler, Lily — San Diego Michler, Leta Ruth — San Diego Montgomery, Edith Florence — San Diego Moores, Luella — Imperial Müller, Consuelo — San Diego	Strait, Dexa Carson
Kent, Vivian San Diego Kinyon, Mildred San Diego Kinyon, Mildred San Diego *La Pash, Ethel San Diego Lovejoy, Ida May San Diego Lowe, Constance E. Allegan, Mich. Lyon, Mrs. Virginia E. San Diego McClure, Granville W. San Diego McIntyre, Fanny Beckham San Diego McLaury, Emma L. San Diego McLeod, Mrs. Jessie San Diego Mcrwin, Gladys Edna San Diego Milder, Lily San Diego Midler, Leta Ruth San Diego Montgomery, Edith Florence San Diego Moores, Luella Imperial Müller, Consuelo San Diego Moores, Luella Imperial Müller, Consuelo San Diego Noble, Gladys Virginia San Diego	Strait, Dexa Carson
Kent, Vivian San Diego Kinyon, Mildred San Diego Kinyon, Mildred San Diego *La Pash, Ethel San Diego Lovejoy, Ida May San Diego Lowe, Constance E. Allegan, Mich. Lyon, Mrs. Virginia E. San Diego McClure, Granville W. San Diego McIntyre, Fanny Beckham San Diego McLaury, Emma L. San Diego McLeod, Mrs. Jessie San Diego Mcrwin, Gladys Edna San Diego Milder, Lily San Diego Midler, Leta Ruth San Diego Montgomery, Edith Florence San Diego Moores, Luella Imperial Müller, Consuelo San Diego Moores, Luella Imperial Müller, Consuelo San Diego Noble, Gladys Virginia San Diego	Strait, Dexa Carson — Pacific Grove Swanson, Hilma Cecilia_Millbank, S. D. Tammen, Georgine — San Diego Tanzey, Audrey Eleanor *Thorpe, Mrs. Katherine — San Diego Toews, Louise G. — Coronado Tozer, Agnes Ruphena — San Diego Twombly, Josephine Margaret Upton, Mattie McClaskey — San Diego Van Orshoven, Agnes Josephine — Otay Van Rensselaer, Maria Louise Wallin, Florence Augusta — Edmund, Wis. Warren, Mildred — San Diego White, Genevieve E. — San Diego Wight, Lucille Marcia East San Diego Wilcox, Ruth Elinwood — San Diego Wilcox, Ruth Elinwood — San Diego
Kent, Vivian — San Diego Kinyon, Mildred — San Diego Kinyon, Mildred — San Diego *La Pash, Ethel — San Diego Lovejoy, Ida May — San Diego Lowe, Constance F. — Allegan, Mich. Lyon, Mrs. Virginia E. — San Diego McClure, Granville W. — San Diego McLaury, Emma L. — San Diego McLaury, Emma L. — San Diego McLeod, Mrs. Jessie — San Diego Mcrwin, Gladys Edna — San Diego Michler, Lily — San Diego Milder, Leta Ruth — San Diego Montgomery, Edith Florence — San Diego Moores, Luella — Imperial Müller, Consuelo — San Diego Noble, Gladys Virginia — San Diego Noble, Gladys Virginia — San Diego Noble, Gladys Virginia — San Diego	Strait, Dexa Carson
Kent, Vivian San Diego Kinyon, Mildred San Diego Kinyon, Mildred San Diego *La Pash, Ethel San Diego Lovejoy, Ida May San Diego Lowe, Constance E. Allegan, Mich. Lyon, Mrs. Virginia E. San Diego McClure, Granville W. San Diego McIntyre, Fanny Beckham San Diego McLaury, Emma L. San Diego McLeod, Mrs. Jessie San Diego Mcrwin, Gladys Edna San Diego Milder, Lily San Diego Midler, Leta Ruth San Diego Montgomery, Edith Florence San Diego Moores, Luella Imperial Müller, Consuelo San Diego Moores, Luella Imperial Müller, Consuelo San Diego Noble, Gladys Virginia San Diego	Strait, Dexa Carson — Pacific Grove Swanson, Hilma Cecilia_Millbank, S. D. Tammen, Georgine — San Diego Tanzey, Audrey Eleanor *Thorpe, Mrs. Katherine — San Diego Toews, Louise G. — Coronado Tozer, Agnes Ruphena — San Diego Twombly, Josephine Margaret Upton, Mattie McClaskey — San Diego Van Orshoven, Agnes Josephine — Otay Van Rensselaer, Maria Louise Wallin, Florence Augusta — Edmund, Wis. Warren, Mildred — San Diego White, Genevieve E. — San Diego Wight, Lucille Marcia East San Diego Wilcox, Ruth Elinwood — San Diego Wilcox, Ruth Elinwood — San Diego
Kent, Vivian — San Diego Kinyon, Mildred — San Diego Kinyon, Mildred — San Diego *La Pash, Ethel — San Diego Lovejoy, Ida May — San Diego Lowe, Constance F. — Allegan, Mich. Lyon, Mrs. Virginia E. — San Diego McClure, Granville W. — San Diego McLaury, Emma L. — San Diego McLaury, Emma L. — San Diego McLeod, Mrs. Jessie — San Diego Mcrwin, Gladys Edna — San Diego Michler, Lily — San Diego Milder, Leta Ruth — San Diego Montgomery, Edith Florence — San Diego Moores, Luella — Imperial Müller, Consuelo — San Diego Noble, Gladys Virginia — San Diego Noble, Gladys Virginia — San Diego Noble, Gladys Virginia — San Diego	Strait, Dexa Carson

SENIOR B CLASS, SECOND SEMESTER, 1914-1915.

Beckstrom, LouiseSan Diego
Billings, Margaret Ella
Kensington Park Bower, Sidney San Diego
Bower, SidneySan Diego
Buckland, Ralph K Freemont, O.
Cannon, MargaretNational City
Dana, Ruth ElizabethSan Diego
Faddis, Prudence MSan Diego
Georgia, RoseSan Diego
Hallenbeck, Margaret Carol_San Diego
Hambley, HelenSan Diego
Holderness, Helen JosephineNestor

Linger, DaisyIdaho Falls, Idaho Miller, AlvaCoronado
Mollison, MarjorieSan Diego
Rafuse, Susan DorothySan Diego Safranek, SylviaFort Du Pont, Del.
Stitt, Mary MargaretSan Diego Taber, HelenSan Diego
Townley, Marion AgnesSan Diego Twelker, EstherSan Diego
Tyvand, LizzieBarton, N. D. Watrous, Dorothy DartSan Diego
Wolfe, Mrs. Nettie JeanOrange

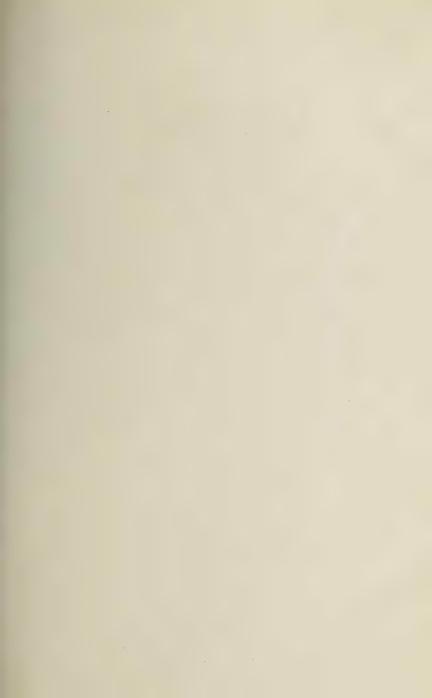
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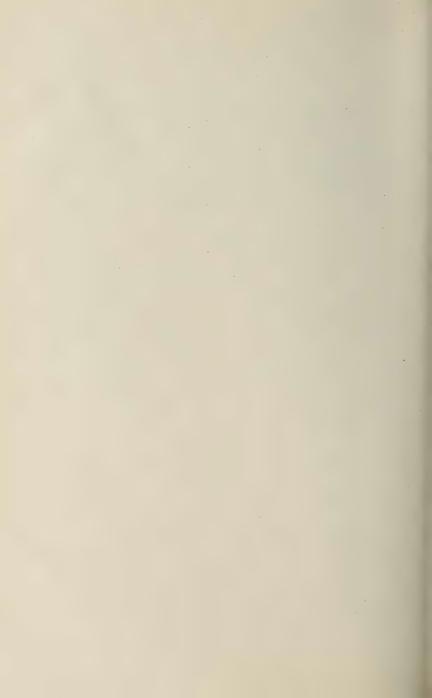
Adams, Tennie Elizabeth
Fact Can Diego
A wasteness Class Edith Can Diago
Armstrong, Clara EdithSan Diego
Armstrong, Gladys ViolaSanta Paula
Ballantyne, Marion Augusta_El Cajon
Barnes, MarySan Diego
Barrett, Lenore Pacific Beach
Bartley Lillian Elsie Escondido
Dalticy, Limini Liste Scondido
Denarren, MarjoneSan Diego
Beven, Lily
Blake, Florence LouiseSan Diego
Borden, Loid Millicent_San Bernardino
Bowles, Helen EdwardsSan Diego
Brady, Grace San Diego
Braly Helen San Diego
Paittein Edith Wirst Coronado
Daniel Maket
Burr, MadelSan Diego
Bush, May EvelynSan Diego
Butler, GusOntario
Caldwell, EdwinaLos Angeles
Callaway, ElizabethSan Diego
Carpenter Isabel San Diego
Carrell Maxma Lone Freendide
Carron, Mayine LenaEscondido
Caugney, ConstanceSan Diego
Charlton, Clara Eugene_National City
Churchill, JeannetteSan Diego
Cleaveland, Kathleen Douglass
San Diego
Close Frances San Diego
Coffee Contains
Coneen, GretchenSan Diego
Coleman, Edith MerleSan Diego
Combs, Alma BeulahGreeley, Ia.
Cooper, Frances LenoreSan Diego
Deutsch, MinnieSan Diego
Finer Porthe Marien Son Diego
Fldred Ruth Helen San Diego
Eldred, Bettila HelenSan Diego
Eldred, Ruth Helen San Diego Farrell, Maizie Superior, Wis.
Eldred, Ruth Helen San Diego Farrell, Maizie Superior, Wis. Fleming, Marjorie San Diego
Eldred, Ruth Helen San Diego Farrell, Maizie Superior, Wis. Fleming, Marjorie San Diego Fleming, Muriel San Diego
Eldred, Ruth Helen San Diego Farrell, Maizie Superior, Wis. Fleming, Marjorie San Diego Fleming, Muriel San Diego Fritz, Bessie San Diego
Eldred, Ruth Helen San Diego Farrell, Maizie Superior, Wis. Fleming, Marjorie San Diego Fleming, Muriel San Diego Fritz, Bessie San Diego Furse, Beryl Marguerite
Eldred, Ruth Helen San Diego Farrell, Maizie Superior, Wis. Fleming, Marjorie San Diego Fleming, Muriel San Diego Fritz, Bessie San Diego Furse, Beryl Marguerite
Eldred, Ruth Helen San Diego Farrell, Maizie Superior, Wis. Fleming, Marjorie San Diego Fleming, Muriel San Diego Fritz, Bessie San Diego Furse, Beryl Marguerite Coillard, Cladas, P. Coronado
Eldred, Ruth Helen San Diego Farrell, Maizie Superior, Wis. Fleming, Marjorie San Diego Fleming, Muriel San Diego Fritz, Bessie San Diego Fritz, Bessie San Diego Furse, Beryl Marguerite San Bernardino Gaillard, Gladys B.
Eldred, Ruth Helen San Diego Farrell, Maizie Superior, Wis. Fleming, Marjorie San Diego Fleming, Muriel San Diego Fritz, Bessie San Diego Furse, Beryl Marguerite Gaillard, Gladys B. Coronado Garrigues, Laura San Diego
Eldred, Ruth Helen San Diego Farrell, Maizie Superior, Wis. Fleming, Marjorie San Diego Fleming, Muriel San Diego Fritz, Bessie San Diego Furse, Beryl Marguerite San Bernardino Gaillard, Gladys B. Coronado Garrigues, Laura San Diego Gavin, Helen La Jolla
Eldred, Ruth Helen San Diego Farrell, Maizie Superior, Wis. Fleming, Marjorie San Diego Fleming, Muriel San Diego Fritz, Bessie San Diego Furse, Beryl Marguerite Gaillard, Gladys B. Coronado Garrigues, Laura San Diego Gavin, Helen La Jolla Gekkeler, Clarinda Therese San Diego
Eldred, Ruth Helen San Diego Farrell, Maizie Superior, Wis. Fleming, Marjorie San Diego Fleming, Muriel San Diego Fritz, Bessie San Diego Furse, Beryl Marguerite Gaillard, Gladys B. Coronado Garrigues, Laura San Diego Gavin, Helen La Jolla Gekkeler, Clarinda Therese San Diego George, Marjorie Mary San Diego
Eldred, Ruth Helen San Diego Farrell, Maizie Superior, Wis. Fleming, Marjorie San Diego Fleming, Muriel San Diego Flurse, Bersie San Diego Flurse, Beryl Marguerite San Bernardino Gaillard, Gladys B. Coronado Garrigues, Laura San Diego Gavin, Helen La Tolla Gekkeler, Clarinda Therese. San Diego George, Marjorie Mary San Diego Getchell Mrs. Grace McMillan
Eldred, Ruth Helen San Diego Farrell, Maizie Superior, Wis. Fleming, Marjorie San Diego Fleming, Muriel San Diego Fritz, Bessie San Diego Furse, Beryl Marguerite San Diego Furse, Beryl Marguerite San Diego Garrigues, Laura San Diego Garrigues, Laura San Diego Gavin, Helen La Jolla Gekkeler, Clarinda Therese San Diego George, Marjorie Mary San Diego George, Marjorie Mary San Diego Getchell, Mrs. Grace McMillan
Eldred, Ruth Helen San Diego Farrell, Maizie Superior, Wis. Fleming, Marjorie San Diego Fleming, Muriel San Diego Fleming, Muriel San Diego Fritz, Bessie San Bernardino San Bernardino Gaillard, Gladys B. Coronado Garrigues, Laura San Diego Gavin, Helen La Jolla Gekkeler, Clarinda Therese San Diego George, Marjorie Mary San Diego George, Marjorie Mary San Diego Getchell, Mrs. Grace McMillan
Eldred, Ruth Helen San Diego Farrell, Maizie Superior, Wis. Fleming, Marjorie San Diego Fleming, Muriel San Diego Fritz, Bessie San Diego Fritz, Bessie San Diego Furse, Beryl Marguerite San Diego Garrigues, Laura San Diego Garrigues, Laura San Diego Gavin, Helen La Jolla Gekkeler, Clarinda Therese San Diego George, Marjorie Mary San Diego Getchell, Mrs. Grace McMillan San Diego Gooch, Gladys Rachael San Diego Gooch, Gladys Rachael San Diego
Eldred, Ruth Helen San Diego Farrell, Maizie Superior, Wis. Fleming, Marjorie San Diego Fleming, Muriel San Diego Fleming, Muriel San Diego Fritz, Bessie San Bernardino San Diego Furse, Beryl Marguerite San Bernardino Gaillard, Gladys B. Coronado Garrigues, Laura San Diego Gavin, Helen Laura San Diego George, Marjorie Mary San Diego George, Marjorie Mary San Diego Getchell, Mrs. Grace McMillan San Diego Gooch, Gladys Rachael San Diego Gooch, Julia Irene San Diego
Eldred, Ruth Helen San Diego Farrell, Maizie Superior, Wis. Fleming, Marjorie San Diego Fleming, Muriel San Diego Flitz, Bessie San Diego Furse, Beryl Marguerite San Bernardino Gaillard, Gladys B. Coronado Garrigues, Laura San Diego Gavin, Helen La Jolla Gekkeler, Clarinda Therese San Diego George, Marjorie Mary San Diego George, Marjorie Mary San Diego Getchell, Mrs. Grace McMillan San Diego Gooch, Gladys Rachael San Diego Gooch, Julia Irene San Diego Greenberg, Marietta San Diego
Eldred, Ruth Helen San Diego Farrell, Maizie Superior, Wis. Fleming, Marjorie San Diego Fleming, Muriel San Diego Fritz, Bessie San Diego Fritz, Bessie San Bernardino Gaillard, Gladys B. Coronado Garrigues, Laura San Diego Gavin, Helen La Julia Gekkeler, Clarinda Therese San Diego George, Marjorie Mary San Diego George, Marjorie Mary San Diego Getchell, Mrs. Grace McMillan San Diego Gooch, Gladys Rachael San Diego Gooch, Julia Irene San Diego Greeg, Esther Edwina San Diego Greegg, Esther Edwina San Diego
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Eldred, Ruth Helen San Diego Farrell, Maizie Superior, Wis. Fleming, Marjorie San Diego Fleming, Muriel San Diego Fritz, Bessie San Diego Fritz, Bessie San Bernardino Gaillard, Gladys B. Coronado Garrigues, Laura San Diego Gavin, Helen La Julia Gekkeler, Clarinda Therese San Diego George, Marjorie Mary San Diego George, Marjorie Mary San Diego Getchell, Mrs. Grace McMillan San Diego Gooch, Gladys Rachael San Diego Gooch, Julia Irene San Diego Gregg, Esther Edwina San Diego Gregg, Esther Edwina San Diego Gregg, Esther Edwina San Diego Guthrie, Olive Marian San Diego Guthrie, Olive Marian San Diego Guthaus Ima
Eldred, Ruth Helen San Diego Farrell, Maizie Superior, Wis. Fleming, Marjorie San Diego Fleming, Muriel San Diego Flurse, Beryl Marguerite San Diego Furse, Beryl Marguerite San Bernardino Gaillard, Gladys B. Coronado Garrigues, Laura San Diego Gavin, Helen La Jolla Gekkeler, Clarinda Therese. San Diego George. Marjorie Mary San Diego George, Marjorie Mary San Diego Geoch, Gladys Rachael San Diego Gooch, Julia Irene San Diego Greenberg, Marietta San Diego Guthrie, Olive Marian San Diego Hawkins, Ima San Diego Ta Lalla
Eldred, Ruth Helen San Diego Farrell, Maizie Superior, Wis. Fleming, Marjorie San Diego Fleming, Muriel San Diego Fleming, Muriel San Diego Flurse, Bersie San Bernardino Gaillard, Gladys B. Coronado Garrigues, Laura San Diego Gavin, Helen La Jolla Gekkeler, Clarinda Therese San Diego George, Marjorie Mary San Diego Getchell, Mrs. Grace McMillan San Diego Gooch, Gladys Rachael San Diego Greeg, Esther Edwina San Diego Greeg, Marietta San Diego Greeg, Sther Edwina San Diego Greeg, Sther Edwina San Diego Greeg, Esther Edwina San Diego Greeg, Esther Edwina San Diego Guthrie, Olive Marian San Diego Guthrie, Olive Marian San Diego Guthries, Ima San Diego Hawkins, Ima San Diego Holmes, Kathryn Sadie La Jolla
Eldred, Ruth Helen San Diego Farrell, Maizie Superior, Wis. Fleming, Marjorie San Diego Fleming, Muriel San Diego Flurse, Beryl Marguerite San Diego Furse, Beryl Marguerite San Bernardino Gaillard, Gladys B. Coronado Garrigues, Laura San Diego Gavin, Helen La Jolla Gekkeler, Clarinda Therese. San Diego George, Marjorie Mary San Diego George, Marjorie Mary San Diego Geoch, Gladys Rachael San Diego Gooch, Julia Irene San Diego Greenberg, Marietta San Diego Hawkins, Ima San Diego Hawkins, Ima San Diego Hawkins, Ima San Diego La Jolla Hubbard, Roberta San Diego
Eldred, Ruth Helen San Diego Farrell, Maizie Superior, Wis. Fleming, Marjorie San Diego Fleming, Muriel San Diego Furse, Beryl Marguerite San Bernardino Gaillard, Gladys B. Coronado Garrigues, Laura San Diego Gavin, Helen La Jolla Gekkeler, Clarinda Therese San Diego George, Marjorie Mary San Diego Getchell, Mrs. Grace McMillan San Diego Gooch, Gladys Rachael San Diego Greeg, Esther Edwina San Diego Greeg, San Fare San Diego Greeg, Esther Edwina San Diego Greeg, Esther Edwina San Diego Guthrie, Olive Marian San Diego Guthrie, Olive Marian San Diego Hawkins, Ima San Diego Holmes, Kathryn Sadie La Jolla Hubbard, Roberta San Diego Hubbert, Babson San Luis Rey
Eldred, Ruth Helen San Diego Farrell, Maizie Superior, Wis. Fleming, Marjorie San Diego Fleming, Muriel San Diego Flurse, Beryl Marguerite San Diego Furse, Beryl Marguerite San Diego Gavin, Helen San Diego Gavin, Helen La Jolla Gekkeler, Clarinda Therese. San Diego George, Marjorie Mary San Diego George, Marjorie Mary San Diego George, Marjorie Mary San Diego Geoch, Gladys Rachael San Diego Gooch, Julia Irene San Diego Greeg, Esther Edwina San Diego Greeg, Esther Edwina San Diego Greeg, Esther Edwina San Diego Hawkins, Ima San Diego Hawkins, Ima San Diego Holmes, Kathryn Sadie La Jolla Hubbard, Roberta San Diego Hubbert, Babson San Luis Rey Huchting, Marie Encilitas
Eldred, Ruth Helen San Diego Farrell, Maizie Superior, Wis. Fleming, Marjorie San Diego Fleming, Muriel San Diego Grise, Beryl Marguerite San Bernardino Gaillard, Gladys B. Coronado Garrigues, Laura San Diego Gavin, Helen La Jolla Gekkeler, Clarinda Therese San Diego George, Marjorie Mary San Diego Getchell, Mrs. Grace McMillan San Diego Gooch, Gladys Rachael San Diego Gooch, Julia Irene San Diego Greeg, Esther Edwina San Diego Greeg, Esther Edwina San Diego Guthrie, Olive Marian San Diego Guthrie, Olive Marian San Diego Hawkins, Ima San Diego Holmes, Kathryn Sadie La Jolla Hubbard, Roberta San Diego Hubbert, Babson San Luis Rey Huchting. Marie
Eldred, Ruth Helen San Diego Farrell, Maizie Superior, Wis. Fleming, Marjorie San Diego Fleming, Muriel San Diego Flurse, Beryl Marguerite San Diego Furse, Beryl Marguerite San Diego Gavin, Helen San Diego Gavin, Helen La Jolla Gekkeler, Clarinda Therese. San Diego George, Marjorie Mary San Diego George, Marjorie Mary San Diego Geoch, Gladys Rachael San Diego Gooch, Julia Irene San Diego Greege, Esther Edwina San Diego Greege, Esther Edwina San Diego Greege, Esther Edwina San Diego Hawkins, Ima San Diego Hawkins, Ima San Diego Hubbert, Babson San Luis Rey Huchting. Marie Encinitas Hugus, Evelyn Elizabeth San Diego Lames, Kathryn Evangelie San Diego
Adams, Jennie Elizabeth Armstrong, Clara Edith — San Diego Armstrong, Gladys Viola — Santa Paula Ballantyne, Marion Augusta. El Cajon Barnes, Mary — San Diego Barrett, Lenore — Pacific Beach Bartley, Lillian Elsie — Escondido Beharrell, Marjorie — San Diego Beven, Lily — Escondido Blake, Florence Louise — San Diego Broden, Loid Millicent. San Bernardino Bowles, Helen Edwards — San Diego Brady, Grace — San Diego Brittain, Edith Hirst — Coronado Burr, Mabel — San Diego Bush, May Evelyn — San Diego Bush, May Evelyn — San Diego Bush, May Evelyn — San Diego Butler, Gus — Ontario Caldwell, Edwina — Los Angeles Callaway, Elizabeth — San Diego Carpenter, Isabel — San Diego Carpenter, Isabel — San Diego Carpenter, Gus — Ontario Caldwell, Edwina — Escondido Caughey, Constance — San Diego Charlton, Clara Eugene — National City Churchill, Jeannette — San Diego Cleaveland, Kathleen Douglass — San Diego Coffeen, Gretchen — San Diego Coffeen, Gretchen — San Diego Coleman, Edith Merle — San Diego Combs, Alma Beulah — Greeley, Ia. Cooper, Frances Lenore — San Diego Combs, Alma Beulah — Greeley, Ia. Cooper, Frances Lenore — San Diego Farrell, Maizie — Superior, Wis. Fleming, Marjorie — San Diego Farrell, Maizie — San Diego Furse, Bertha Marian — San Diego Furse, Bertha Marjorie — San Diego Gooch, Gladys Rachael — San Diego Gooch, Ululia Irene — San Diego George, Marjorie Mary — San Diego George, Marjorie Mary — San Diego Greenberg, Marietta

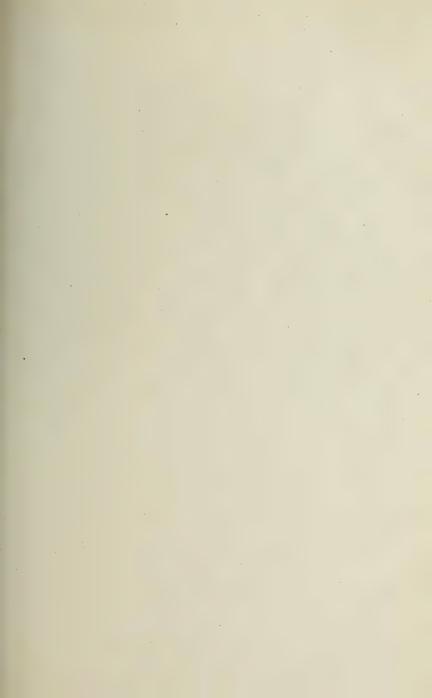
T-1 T-1' T
Johnson, Julia E. San Diego
Kelly, DorothyKensington Park
Kissinger, LucileSan Diego
Klein, Paul EugeneSan Diego
Lindberg, Rachel KeziaSan Diego
Lowe, Mariorie Allegan Mich
Lvall. Myrtle Imperial
Lyone Muriel Ward Colorino
McCroony Vothern Connection
McCreely, RathrynCoronado
McFadden, Mary tucson, Ariz.
Marcum, MargueriteSan Diego
Miller, Bessie EudellaSan Diego
Mohnike, Ruth MarieMiramar
Moores, Wilma FannieSeeley
Morrison, VestaSan Diego
Muller, NatalieSan Diego
Munger, EdithEl Toro
Munger, Esther El Toro
Murphy, Jessie Carol San Diego
Oehl Freda San Bernardino
Olsen Ida Brooklyn N V
Ostrone Colder Deselie Manualli
Ostrom, Goldye RosennMarysvine
Peck, Bertha JosephineImperial
Penny, GladysEscondido
Peterson, Eleanor ESan Diego
Pieffer, August JohnSan Diego
Rapson, ViolanteSan Diego
Reed, Helen ElizabethSan Diego
Rodig, Elsie CarrieEl Cajon
Safranek, Mildred Eleanor
Fort Du Pont, Del.
Sandefur, Irma Myrtle_San Bernardino
Sandefur, Irma Myrtle-San Bernardino Schunemann, NellieEscondido
Sandefur, Irma Myrtle_San Bernardino Schunemann, NellieEscondido Sieck, Barbara MargariteUpland
Sandefur, Irma Myrtle San Bernardino Schunemann, Nellie Escondido Sieck, Barbara Margarite Upland Skinner, Naomi San Diego
Sandefur, Irma Myrtle San Bernardino Schunemann, NellieEscondido Sieck, Barbara MargariteUpland Skinner, NaomiSan Diego Smith, Freda WintinSan Diego
Sandefur, Irma Myrtle-San Bernardino Schunemann, Nellie Escondido Sieck, Barbara Margarite Upland Skinner, Naomi San Diego Smith, Freda Wintin San Diego Smith, Irene Juanita Sacorro, N. Mex.
Sandefur, Irma Myrtle_San Bernardino Schunemann, NellieEscondido Sieck, Barbara MargariteUpland Skinner, NaomiSan Diego Smith, Freda WintinSan Diego Smith, Irene Juanita_Sacorro, N. Mex.
Sandefur, Irma Myrtle-San Bernardino Schunemann, Nellie Escondido Sieck, Barbara Margarite Upland Skinner, Naomi San Diego Smith, Freda Wintin San Diego Smith, Irene Juanita-Sacorro, N. Mex. Smith, Margie Esther San Diego Snow Lotts
Sandefur, Irma Myrtle-San Bernardino Schunemann, Nellie Escondido Sieck, Barbara Margarite Upland Skinner, Naomi San Diego Smith, Freda Wintin San Diego Smith, Irene Juanita-Sacorro, N. Mex. Smith, Margie Esther San Diego Snow, Lotta San Diego Snow, Elizabeth San Diego
Sandefur, Irma Myrtle San Bernardino Schunemann, Nellie Escondido Sieck, Barbara Margarite Upland Skinner, Naomi San Diego Smith, Freda Wintin San Diego Smith, Irene Juanita_Sacorro, N. Mex. Smith, Margie Esther San Diego Snow, Lotta San Diego Spare, Elizabeth San Diego Spare, Elizabeth San Diego Spare, Liverite Version San Diego Spare, Elizabeth San Diego Spare, Elizabeth San Diego
Sandefur, Irma Myrtle-San Bernardino Schunemann, Nellie Escondido Sieck, Barbara Margarite Upland Skinner, Naomi San Diego Smith, Freda Wintin San Diego Smith, Irene Juanita-Sacorro, N. Mex. Smith, Margie Esther San Diego Snow, Lotta San Diego Spare, Elizabeth San Diego Staley, Juanita Vernon San Diego
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Sandefur, Irma Myrtle-San Bernardino Schunemann, Nellie — Escondido Sieck, Barbara Margarite — Upland Skinner, Naomi — San Diego Smith, Freda Wintin — San Diego Smith, Irene Juanita-Sacorro, N. Mex. Smith, Margie Esther — San Diego Snow, Lotta — San Diego Spare, Elizabeth — San Diego Staley, Juanita Vernon — San Diego Taylor, Miriam — San Diego
Sandefur, Irma Myrtle-San Bernardino Schunemann, Nellie Escondido Sieck, Barbara Margarite Upland Skinner, Naomi San Diego Smith, Freda Wintin San Diego Smith, Irene Juanita-Sacorro, N. Mex. Smith, Margie Esther San Diego Snow, Lotta San Diego Spare, Elizabeth San Diego Spare, Elizabeth San Diego Stady, Juanita Vernon San Diego Stead, Myrtle Selina Jamacha Swallow, Coy San Diego Taylor, Miriam San Diego Thayer, Jucile San Diego
Sandefur, Irma Myrtle-San Bernardino Schunemann, Nellie Escondido Sieck, Barbara Margarite Upland Skinner, Naomi San Diego Smith, Freda Wintin San Diego Smith, Irene Juanita-Sacorro, N. Mex. Smith, Margie Esther San Diego Snow, Lotta San Diego Spare, Elizabeth San Diego Spare, Elizabeth San Diego Staley, Juanita Vernon San Diego Staley, Juanita Vernon San Diego Staley, Oy San Diego Taylor, Miriam San Diego Taylor, Miriam San Diego Thayer, Lucile San Diego Trotter, Lucy Dublin, Ireland
Sandefur, Irma Myrtle-San Bernardino Schunemann, Nellie Escondido Sieck, Barbara Margarite Upland Skinner, Naomi San Diego Smith, Freda Wintin San Diego Smith, Irene Juanita-Sacorro, N. Mex. Smith, Margie Esther San Diego Snow, Lotta San Diego Spare, Elizabeth San Diego Spare, Elizabeth San Diego Stady, Myrtle Selina Jamacha Swallow, Coy San Diego Taylor, Miriam San Diego Thayer, Lucile San Diego Trotter, Lucy Dublin, Ireland Troutman, Joy Escondido
Sandefur, Irma Myrtle-San Bernardino Schunemann, Nellie Essondido Sieck, Barbara Margarite Upland Skinner, Naomi San Diego Smith, Freda Wintin San Diego Smith, Irene Juanita_Sacorro, N. Mex. Smith, Margie Esther San Diego Snow, Lotta San Diego Spare, Elizabeth San Diego Spare, Elizabeth San Diego Staley, Juanita Vernon San Diego Staley, Juanita Vernon San Diego Staley, Goy San Diego Taylor, Miriam San Diego Taylor, Miriam San Diego Thayer, Lucile San Diego Trotter, Lucy Dublin, Ireland Troutman, Joy Escondido Troutman, Esther Escondido
Sandefur, Irma Myrtle-San Bernardino Schunemann, Nellie — Escondido Sieck, Barbara Margarite — Upland Skinner, Naomi — San Diego Smith, Freda Wintin — San Diego Smith, Irene Juanita-Sacorro, N. Mex. Smith, Margie Esther — San Diego Snow, Lotta — San Diego Spare, Elizabeth — San Diego Staley, Juanita Vernon — San Diego Staley, Juanita Vernon — San Diego Staley, Juanita Vernon — San Diego Taylor, Miriam — San Diego Taylor, Miriam — San Diego Thayer, Lucile — San Diego Trotter, Lucy — Dublin, Ireland Troutman, Joy — Escondido Troutman, Esther — Escondido Trurner, Ruth Franklin — San Diego
Sandefur, Irma Myrtle-San Bernardino Schunemann, Nellie Escondido Sieck, Barbara Margarite Upland Skinner, Naomi San Diego Smith, Freda Wintin San Diego Smith, Irene Juanita-Sacorro, N. Mex. Smith, Margie Esther San Diego Snow, Lotta San Diego Spare, Elizabeth San Diego Spare, Elizabeth San Diego Staley, Juanita Vernon San Diego Stead, Myrtle Selina Jamacha Swallow, Coy San Diego Taylor, Miriam San Diego Thayer, Lucile San Diego Thayer, Lucile San Diego Trotter, Lucy Dublin, Ireland Troutman, Joy Escondido Troutman, Esther Escondido Turner, Ruth Franklin San Diego Vasey, Annie W. San Diego
Sandefur, Irma Myrtle-San Bernardino Schunemann, Nellie — Escondido Sieck, Barbara Margarite — Upland Skinner, Naomi — San Diego Smith, Freda Wintin — San Diego Smith, Irene Juanita-Sacorro, N. Mex. Smith, Margie Esther — San Diego Snow, Lotta — San Diego Spare, Elizabeth — San Diego Spare, Elizabeth — San Diego Staley, Juanita Vernon — San Diego Staley, Juanita Vernon — San Diego Staley, Juanita Vernon — San Diego Staley, Myrtle Selina — Jamacha Swallow, Coy — San Diego Taylor, Miriam — San Diego Thayer, Lucile — San Diego Thotter, Lucy — Dublin, Ireland Troutman, Joy — Escondido Troutman, Esther — Escondido Troutman, Esther — Escondido Trurner, Ruth Franklin — San Diego Vasey, Annie W — San Diego Vincent, Florence Eula — San Diego Vincent, Florence Eula — San Diego
Sandefur, Irma Myrtle-San Bernardino Schunemann, Nellie Escondido Sieck, Barbara Margarite Upland Skinner, Naomi San Diego Smith, Freda Wintin San Diego Smith, Irene Juanita-Sacorro, N. Mex. Smith, Margie Esther San Diego Snow, Lotta San Diego Spare, Elizabeth San Diego Spare, Elizabeth San Diego Stady, Juanita Vernon San Diego Stady, Myrtle Selina Jamacha Swallow, Coy San Diego Taylor, Miriam San Diego Taylor, Miriam San Diego Thayer, Lucile San Diego Trotter, Lucy Dublin, Ireland Troutman, Joy Escondido Troutman, Esther Escondido Turner, Ruth Franklin San Diego Vascy, Annie W. San Diego Vincent, Florence Eula San Diego Walker, Anna Belle
Sandefur, Irma Myrtle-San Bernardino Schunemann, Nellie Essondido Sieck, Barbara Margarite Upland Skinner, Naomi San Diego Smith, Freda Wintin San Diego Smith, Irene Juanita-Sacorro, N. Mex. Smith, Margie Esther San Diego Snow, Lotta San Diego Spare, Elizabeth San Diego Spare, Elizabeth San Diego Staley, Juanita Vernon San Diego Staley, Juanita Vernon San Diego Staley, Juanita Vernon San Diego Taylor, Miriam San Diego Taylor, Miriam San Diego Thayer, Lucile San Diego Trotter, Lucy Dublin, Ireland Troutman, Joy Escondido Troutman, Esther Escondido Turner, Ruth Franklin San Diego Vasey, Annie W. San Diego Vasey, Annie W. San Diego Walker, Anna Belle
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Sandefur, Irma Myrtle-San Bernardino Schunemann, Nellie Escondido Sieck, Barbara Margarite Upland Skinner, Naomi San Diego Smith, Freda Wintin San Diego Smith, Irene Juanita-Sacorro, N. Mex. Smith, Margie Esther San Diego Snow, Lotta San Diego Spare, Elizabeth San Diego Spare, Elizabeth San Diego Stead, Myrtle Selina Jamacha Swallow, Coy San Diego Taylor, Miriam San Diego Taylor, Miriam San Diego Thayer, Lucile San Diego Trotter, Lucy Dublin, Ireland Troutman, Joy Escondido Troutman, Esther Escondido Troutman, Esther Escondido Trurner, Ruth Franklin San Diego Vasey, Annie W. San Diego Walker, Anna Belle Creek, Colowalsh, Ruth San Diego Walker, Anna Belle Creek, Colowalsh, Ruth San Diego Wetmore, Mary San Diego White Annie Corona
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Johnson, Julia E. San Diego Kelly, Dorothy Kensington Park Kissinger, Lucile San Diego Klein, Paul Eugene San Diego Lindberg, Rachel Kezia San Diego Lowe, Marjorie Allegan, Mich. Lyall, Myrtle Timperial Lyons, Muriel Ward Calexico McCreery, Kathryn Coronado McFadden, Mary Tucson, Ariz. Marcum, Marguerite San Diego Miller, Bessie Eudella San Diego Mohnike, Ruth Marie Miramar Moores, Wilma Fannie Seeley Morrison, Vesta San Diego Muller, Natalie San Diego Muller, Natalie San Diego Munger, Esther El Toro Murphy, Jessie Carol San Bernardino Olsen, Ida Brooklyn, N. Y. Ostrom, Goldye Roselin Marysville Peck, Bertha Josephine Imperial Penny, Gladys Escondido Peterson, Eleanor E. San Diego Rapson, Violante San Diego Rapson, Violante San Diego Rodig, Elsie Carrie El Cajon Safranek, Mildred Eleanor Fort Du Pont, Del. Sandefur, Irma Myrtle San Bernardino Schunemann, Nellie Escondido Sieck, Barbara Margarite Upland Skinner, Naomi San Diego Smith, Freda Wintin San Diego Spare, Elizabeth San Diego Torotter, Lucy Dublin, Ireland Troutman, Esther San Diego Troutman, Fother Escondido Turner, Ruth Franklin San Diego Walker, Anna Belle ——————————————————————————————————

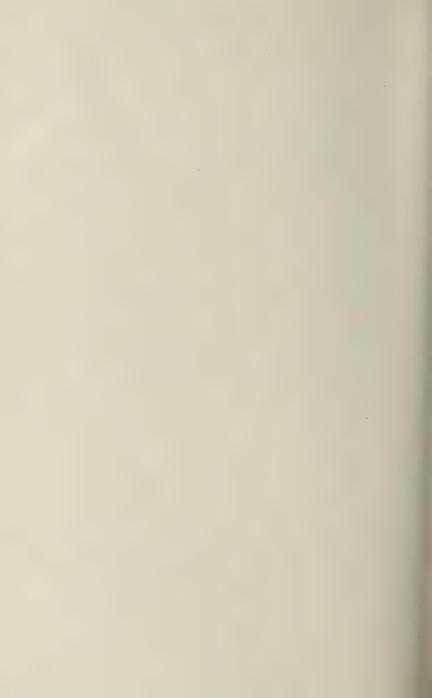
SPECIAL STUDENTS.

Allert, Daisy IreneLangden, N. D.	Lytton, IdeanaElko, Nevada
Bennett, LillianSan Diego	Miller, Mrs. LucileSan Diego
Bennett, Rose MSan Diego	Neff, MargueriteOklahoma
Benzer, MabelSan Diego	Newton, LillaSan Diego
Cooper, Mrs. F. DSan Diego	Ostrom, FrancesMarysville
Curl. FaithNestor	Parsons, W. HClifton, Kan.
Curl, FaithNestor Fox, Alice BidwellSan Diego	Pease, EdnaMadison, Wis.
George, BerthaSan Diego	Perry, Mrs. J. SSan Diego
Green, Mrs. MarySan Diego	Pope, Mrs. MarySan Diego
Hadley, Edith MNational City	Powell, Nellie JDixon, Ill.
Hardin, Mrs. MyrtieSan Diego	Scott, Mrs. Edith MillsSan Diego
Hays, LillianSan Diego	Smedley, MyrtleSan Diego
Johnson, PriscillaSan Diego	Titus, LelaSan Diego
Kobler, MarjorieSan Diego	Treadwell, Mrs. Grace_Rockford, Ill.
Kroehnke, Adalia LSan Diego	Wilson, AnnaSan Diego
SUMN	IARY.
College graduates	2
Normal graduates	7
Graduates from June, 1914, to February, 1	
Senior A students	
Senior B students	
Junior students	117
Specials	30
Total	343
20001	
Counted twice	4
Counted twice at annual	
Watal annullment	
Total emoninent	

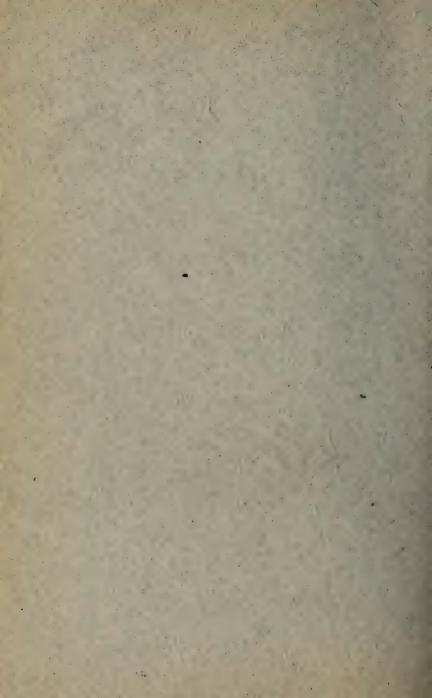














BULLETIN

THE SAN DIEGO STATE NORMAL SCHOOL

Vol. V

JANUARY, 1917

No. 1

CATALOG 19/6-17

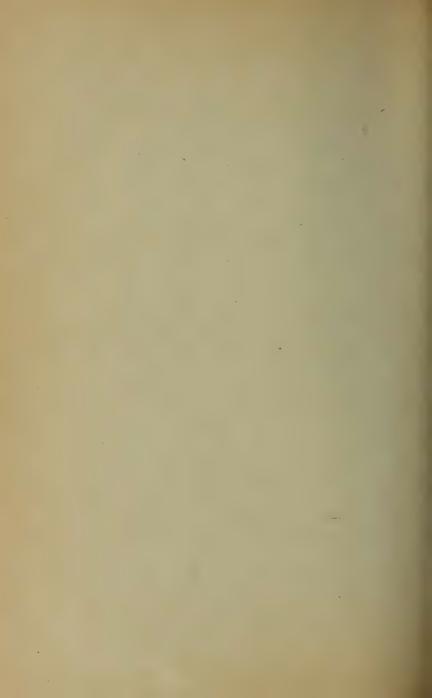
AND

CIRCULAR OF INFORMATION

UNIVERSITY OF HELINOIS JUL 9 1917



PUBLISHED QUARTERLY BY THE STATE NORMAL SCHOOL OF SAN DIEGO SAN DIEGO, CALIFORNIA



BULLETIN

THE SAN DIEGO STATE NORMAL SCHOOL

Vol. V

JANUARY, 1917

No. 1

CATALOG

AND

CIRCULAR OF INFORMATION



PUBLISHED QUARTERLY BY THE STATE NORMAL SCHOOL OF SAN DIEGO SAN DIEGO, CALIFORNIA

Entered as second-class matter, April 15, 1913, at the post office, San Diego, California, under the act of August 24, 1912.

ANNOUNCEMENT

OF

The New Calendar of Continuous Sessions for 1917-1918 and of Work in the Summer Quarter

Available to Teachers.

The State Normal School at San Diego announces that, under authorization given by the State Board of Education and the State Board of Control, it will be in session throughout the academic year 1917-1918, the calendar showing four quarters of twelve weeks each, as follows:

Quar- ter	Dates	Character of session
1	TERM I-	
	Monday, July 2, to Wednesday, August 15	Regular-Training School in session.
	Monday, August 20, to Friday,	Special—Training School not in session.
2	Monday, October 1, to Friday,	Regular—Training School in session.
3	Monday, January 7, to Friday, March 29(Vacation of one week.)	Regular—Training School in session.
4	Monday, April 8, to Wednesday,	Regular—Training School in session.

CALENDAR FOR 1918-1919.

The calendar for 1918-1919 will follow the plan of that for 1917-1918, the first quarter beginning July 1, 1918; the second, Sept. 30, 1918; the third, January 6, 1919, and the fourth, April 7, 1919.

BOARD OF TRUSTEES.

WILLIAM D. STEPHENS Governor of California
Ex officio.
EDWARD HYATT Superintendent of Public Instruction
Ex officio.
ISIDORE B. DOCKWEILER Los Angeles
M. L. WARD San Diego
WILLIAM T. RANDALL El Centro
REV. WILLARD B. THORP San Diego
ERNEST E. WHITE San Diego
OFFICERS OF THE BOARD.
M. L. WARD Presiden
EDWARD L. HARDY Secretary
GLADYS F. KELLY Assistant Secretary

EXECUTIVE COMMITTEE.

M. L. WARD ERNEST E. WHITE REV. WILLARD B. THORP

OFFICERS OF ADMINISTRATION.

NORMAL SCHOOL.

NORMAL SCHOOL.
EDWARD L. HARDY President
W. F. BLISS Vice President
MRS. ADA HUGHES COLDWELL Dean of Women
FLORENCE BRYANT Registrar
MRS. CHARLOTTE G. ROBINSON Librarian
DR. ANDREW J. THORNTON Medical Examiner
GLADYS F. KELLY Office Secretary
Faculty Secretary
TRAINING SCHOOL.
MIRIAM E. BESLEY Director
CAROLINE I. TOWNSEND Director of Primary Teaching
GERTRUDE LAWS Principal
PAULINE T. BLACK Class Supervisor
ETHEL CUNNINGHAM Class Supervisor
ALICE GREER Class Supervisor
EDITH HAMMACK Class Supervisor
NELLIE B. SEBREE Class Supervisor
W. D. SWANSON Class Supervisor
HELEN M. DALE Librarian
GROUNDS AND BUILDINGS.
FRED W. VAN HORNE Head Janitor
A. O. SMITH Assistant Janitor and Assistant Engineer
GEORGE AVERBECK Assistant Janitor
B. C. SPRENGER Assistant Janitor
A. E. DAVIE Engineer
MARTIN ROTH Head Gardener
OTTO YOUNG Assistant Gardener
ERNEST JONES Assistant Gardener
J. G. CROW Watchman

FACULTY.

- EDWARD L. HARDY, PRESIDENT - School Administration

 B.L., University of Wisconsin; graduate student, University of Chicago; study of European secondary schools, 1898-1899; Principal San Diego High School, 1906-1910.
- W. F. BLISS, VICE PRESIDENT - History and Civics

 B.S., Mount Union; B.L., M.L., University of California; Vice-Principal
 and Instructor in History, High School, Santa Barbara, Cal., 1899-1900;
 Teaching Fellow, University of California, 1908-1909. (Appointed September, 1900.)
- MRS. ADA HUGHES COLDWELL, DEAN OF WOMEN Head

 Department of Household Economics

 Special study, Europe, 1899-1900; Special Student in Domestic Science,
 Teachers' College, Columbia University, New York City, 1907. (Appointed

June, 1907.)

2-28838

- MIRIAM E. BESLEY - - Director of Education

 Ph.B., A.M., Wellesley College and University of Chicago; Superintendent
 City Schools, Waukegan, Ill.; study of English and European elementary
 schools, 1902-1903; special investigator of vocational guidance and prevocational education, Chicago, 1911-1913. (Appointed September 1, 1913.)
- CAROLINE I. TOWNSEND - Assistant Director of Education

 Ph.B., University of Chicago; Indianapolis Normal School; Teachers' College,
 Columbia University; teacher of primary reading and literature in the public
 schools of Indianapolis and Tacoma. (Appointed July 1, 1913.)
- MRS. GERTRUDE SUMPTION BELL, - Education

 A.B., Indiana University; graduate Indiana State Normal School; research
 work, Clark University; assistant in education and director of practice
 teaching, University of Colorado; state institute lecturer, Montana; instructor,
 School of Education, Indiana University. (Appointed August 1, 1916.)
- MARY BENTON Elementary Manual Training, Arts and Crafts

 Student at Rosemont Dezaley, Lausanne, Switzerland; at Chicago Art
 Institute; at New York School of Art; pupil of W. J. Whittemore, of New
 York; pupil of Mrs. Butterworth, of New York; instructor, State Normal
 School of San Diego. (Appointed July 1, 1916.)
- JANE BUTT - - - English and Expression

 A.B., University of Wisconsin; B.O., Northwestern University; Instructor in
 the University of Wisconsin; "Otis Skinner" Dramatic Company; Instructor
 Cumnock School of Expression, Los Angeles; Sub-head Department of
 Expression, Los Angeles High School. (Appointed September 1, 1911.)
- VINNIE B. CLARK - - - - Geography

 A.B., University of Wisconsin; graduate student, University of Chicago;
 assistant in geography, University of Wisconsin; Oak Park, Ill., High School,
 1913-1914. (Appointed September 1, 1914.)

- GEORGIA V. COY - Biology and Physical Education
 Graduate San Diego Normal School; teacher in San Diego County schools,
 1909-1910; B.S., Columbia University; bachelor's teaching diploma in biology,
 Teachers' College, Columbia University; graduate work at University of
 California, 1915. (Appointed September 1, 1912.)
- REBA FLETCHER DOYLE - Assistant Household Economics
 Graduate San Diego Normal School; Diploma, State Normal School of
 Manual Arts and Home Economics, Santa Barbara; Teacher in the Los
 Angeles City Schools, 1915. (Appointed September 1, 1915.)
- ROSE E. JUDSON - - - - Music
 Supervisor of Public School Music, Elgin, Ill. (Appointed September 1, 1911.)
- GERTRUDE LAWS - - Principal Intermediate School
 Graduate State Normal School, San Diego; departmental teacher, city schools of San Diego. (Appointed September 1, 1913.)
- IRVING E. OUTCALT - Head Department of English A.B., Stanford University, 1896; A.M., 1897, University of Illinois; Head Department of English, San Diego High School, 1907-1911. (Appointed September 1, 1912.)
- C. E. PETERSON - - - - - Physical Education Physical Director, Y. M. C. A., Salt Lake City, Utah, 1911-12; Director of Playground and Recreation Center, Portland, Oregon, 1913-14; Physical Director, Y. M. C. A., San Diego, Cal., 1915-16. (Appointed October 1, 1916.)
- W. T. SKILLING - - Agriculture and Nature Study State Normal School, Los Angeles, Cal.; M.S., University of California; Teacher in public schools, Los Angeles, Cal., several years; Assistant in Physics, University of California, 1899-1901. (Appointed September, 1901.)
- MRS. B. KIRK SMITH - - - - Drawing

 College of Fine Arts, U. S. C., 1907; teacher in public schools of Denison,
 Texas, 1907-1910; graduate of Fine Arts Department, State Normal School,
 Los Angeles, 1915; instructor, State Normal School, San Diego, 1915.
 (Appointed July 1, 1916.)
- JESSIE RAND TANNER Head Department of Physical Education Graduate Boston Normal School of Gymnastics; B.S., Columbia University; Bachelor's Teaching Diploma, Teachers' College, Columbia University; Tutor, Brookline, Mass., 1901-1902. (Appointed July, 1904.)

Note.—Special lecturers and instructors for the summer quarter will be named in the April announcement.

SUMMER QUARTER. CONCERNING REGISTRATION.

Since the capacity of the school's class rooms and laboratories limits enrollment to 400, and since the professional character of the summer quarter should be guaranteed, students will be enrolled as follows:

First-From the San Diego State Normal School_March	20	to	June	1
Second-From other California Normal SchoolsMarch	20	to	June	5
Third-California teachersMarch	20	to	June	25
Fourth-Teachers from other statesMarch	20	to	July	1
Fifth—Special studentsMarch	20	to	Tuly	1

Teachers from other states and special students who register, will be notified on or before June 5, should it be necessary to close registration at that date. A deposit of \$1.00, to be returned to all students answering class roll call July 5, 6, 7, 10, and to all registrants notified on or before June 5 that the lists have been closed, is required.

Registration may be made by mail, or at the Registrar's office.

For the courses of study, requirements for admission, and other details, see the announcement below; also pages 24 to 36.

Term I, six weeks. Term II, six weeks.

During Term I, and throughout Quarters 2, 3 and 4, the regular 30, 60 and 120-hour courses of the professional curriculum will be offered, and the model and training school will be in session. During Term II, regular academic professional work will be given, the students being divided into small groups to do work somewhat along the lines both of the seminar and of tutoring in courses in pedagogy.

Term I is planned to be equally available to regular students, to students of advanced standing and to teachers in service. For the benefit of the latter class, specialists in methods, both upper grade and primary, in pedagogy and psychology, including standardization, etc., will give courses, supplemented by model and demonstration lessons in the training school. The special courses to be offered will be announced in the April bulletin. These courses include nearly all of the regular and elective courses offered at any time. Special lectures on literature and art, and on civic, social and allied topics will be given. The regular athletic activities of the school, including rowing, will be maintained.

Notice to high school graduates.

Matriculating students just graduated from the high school will not be permitted to take work, except special courses, during Term I.

Term II is planned particularly for entering high school graduates, who may enter, also, in February of each year.

Send to the Registrar for entrance blanks setting forth the conditions of matriculation for high school graduates.

Junior college students.

Send a specific statement of hours of credit in each subject if you wish to enter the school as a candidate for the normal school diploma.

Teachers in Service, university and college students, and others, send for the regular application blank.

Model and Demonstration Lessons: These will be given, two or three in number each day, in a special period free from other scheduled work; they will be open to all teachers and professional students.

Practice Teaching: Provided principally for regular students; but it may be arranged for, in advance, in a few cases, by teachers in service who desire it.

Special Methods: A special period for methods conferences, free from other scheduled work, has been arranged; classes open to regular professional students and to teachers.

For other information consult the following pages, or address,

THE REGISTRAR,
State Normal School,
San Diego, California.

N. B.—There are no tuition fees, and laboratory and other fees are nominal. All ordinary supplies and the state texts are furnished free. The Associated Student Body fee, for those attending in the summer quarter only, is \$1.00.

HISTORICAL.

The State Normal School of San Diego was established by the legislature of the State, March 13, 1897. It has occupied the present site since May 1, 1899. During the nineteen years of its existence it has graduated over one thousand students. In September, 1910, the Training School was moved from the main building to a new building erected on the campus at a cost of \$55,000, including equipment. Adequate equipment for out-of-door work was added in 1913.

REQUIREMENTS FOR ADMISSION.

N. B.—These requirements hold only to July 1, 1919.

Candidates for admission must be at least sixteen years of age, of good moral character, and physically healthy.

All applicants for admission must sign the following declaration:

I hereby declare that my purpose in seeking admission to the State Normal School of San Diego is to fit myself for teaching, and that I intend to teach in the public schools of California, or of the State or Territory in which I may reside.

Applicants will be admitted as follows:

- (a) Recommended graduates of accredited secondary schools of California.
- (b) Graduates of secondary schools outside of California, provided their credentials are the equivalent of recommended graduation from a California secondary school.
- (c) After January 1, 1917, no secondary school graduate will be received who offers less than eleven units of recommendation and who can not offer the minimum units prescribed below as prerequisite.
- (d) Applicants presenting credentials from other normal schools and institutions of the college grade will be assigned to such advanced standing as, in the judgment of the Committee on Advanced Standing, their credentials may warrant.
- (e) Teachers of experience not candidates for graduation will be admitted as visiting teachers for the purpose of doing special work. Teachers holding California certificates will be admitted with credit to be determined by the Committee on Advanced Standing.

(f) All applicants must take examinations as provided by the regulations of the State Board of Education, to be found on page 11 of this bulletin. Any applicant found deficient in ability to read with clear and pleasing expression, to write a good theme, and to show a reasonable degree of knowledge of current events and modern thought, will be either refused admission or required to make up the deficiency.

Subjects are prescribed as prerequisite to admission as listed in the State Board of Education regulations, pages 11 to 14.

Of the so-called special subjects, the State Normal School of San Diego accepts, in units, not more than two each in manual training, drawing, music, and household arts, and not more than one each in typewriting, stenography, and bookkeeping. Besides the general recommendation from principals, it is required that of the fifteen or sixteen units offered, at least eleven be of "recommended" grade, including the required English. The principal's general recommendation must be supplemented by specific recommendation as to the personality, character and health of the applicant, with particular reference to teaching.

Concerning credit for work done in the junior college:

- (a) Generally speaking, one year of junior college work will be credited as thirty of the one hundred thirty units required for graduation from the normal school course.
- (b) Full credit will be given for subjects that can be accepted as fair equivalents for electives.
- (c) Full credit will be given for subjects that can be accepted as equivalents for regular courses.
- (d) It is required that a junior college student who wishes to enter this institution to receive either the regular diploma or recommendation for a special certificate of either the elementary or the secondary grade, open, as soon as possible, correspondence with the Registrar for the purpose of securing in detail important information.

* * * *

ADVANCED STANDING.

Experienced teachers holding valid California certificates will be admitted to the Normal School upon presenting such certificates, together with satisfactory letters of recommendation. They will receive such credit as their preparation and successful experience may warrant. On the other hand, they will be required to make up such deficiencies as their work in the school may reveal.

Credits for successful teaching may be given on the following basis:

For 5 or more years4	teachings	or	24	units
For 3-5 years3	teachings	or	18	units
For 2 years2	teachings	or	12	units
For 1 year1	teaching	or	6	units

Less than one year in teaching will not be recognized.

A unit is defined as the equivalent of 1 hour of work a week pursued for ten weeks.

One year of teaching will be interpreted to mean not less than eight months.

Credits obtained in the State Normal Schools of California or other states or in colleges and universities of recognized standing, will be honored so far as they cover the work of the regular course of study in this school.

The Committee on Advanced Standing, in arranging programs for students admitted under the foregoing conditions, will first provide for courses in Education, adding other branches to complete the required number of hours.

* * * *

REQUIREMENTS FOR ADMISSION TO REGULAR TEACHERS' NORMAL COURSE.

Adopted by the State Board of Education, April 13, 1916; effective January 1, 1917.

PART II.

I. General qualifications.

Every person admitted as a student to the normal schools of the state must be of good moral character, of good health, without physical or other defect which would impair his fitness for the teaching service, of at least sixteen years of age, and of that class of persons who, if of proper age, would be admitted to the public schools of the state without restriction.

II. Units.

A unit is hereby defined to be a course of study of five full periods per week, taken for one year of not less than thirty-six weeks. Fractions of units may be accepted and counted.

III. Requirements for provisional undergraduate standing.

(a) Graduates of public high schools in California approved by the State Board of Education, graduates of other schools of California recognized by the University of California as qualified to recommend students for entrance to said university, and graduates of schools of secondary grade of other states recognized by the president of the normal school concerned as equal in rank to an accredited public high school of California, who have completed a regular four-year course of study, amounting to not less than fifteen entrance units, and who are recommended in eleven units by the principal of the school in which such course of study was completed, may be admitted to provisional undergraduate standing.

- (b) Teachers holding valid primary, elementary, kindergarten-primary or special certificates to teach in any county of the state may be admitted and given such provisional undergraduate standing as may be determined by the faculty of the school.
- (c) Holders of normal school diplomas or certificates granted in other states, who present satisfactory evidence that they have had training equivalent to that required for admission to the normal schools of this state, may be admitted and given such provisional undergraduate standing as may be determined by the faculty of the school; provided, that at least four units shall be required for graduation.
- (d) Applicants for admission who present more than sixteen units of credit, or who have had advanced work in a postgraduate course in a high school, or in any institution of collegiate grade, may be admitted and given such provisional undergraduate standing as may be determined by the faculty of the school; provided, that at least four units shall be required for graduation; and provided, further, that a year of work in a junior college or in the freshman or sophomore classes in college shall not be counted as the equivalent of more than a half year taken in a normal school, and that no student shall be graduated without passing a satisfactory examination in the subjects listed in Part II, Section IV, and fulfilling all professional requirements.
- (e) Holders of bachelors' degrees issued by institutions authorized by the State Board of Education to recommend applicants for the high school teachers' certificate, and holders of bachelors' degrees issued by American colleges and universities which are on the latest accredited list of the Carnegie Foundation, may be admitted and given such provisional undergraduate standing as may be determined by the faculty of the school; provided, that such persons may be graduated only after completing a minimum of two and one-half units of professional work in the normal school.
- (f) Persons over twenty-four years of age not possessing the credentials prescribed above may be admitted to provisional undergraduate standing on such special qualifications of character, education and general intelligence as may, in the judgment of the faculty of the normal school concerned, be equivalent to any of the above requirements; provided, that such persons may be graduated only after completing a minimum of two and one-half units of work in the normal school; and provided, further, that they shall have met all of the professional requirements hereinafter set forth.
- (g) A student received by transfer from another California state normal school shall not be graduated until he has completed at least two full units of work in the period immediately preceding graduation.
- (h) Persons who have satisfied the president of the normal school concerned that they have completed a high school course or the equivalent, and who have passed acceptable examinations in eleven units of high school work, may be admitted to provisional undergraduate standing. Only the examinations given for admission to the University of California or any other institutions in California authorized by the State Board of Education to recommend applicants for the high school teachers' certificate, and the examination given by the College Entrance Examination Board, shall be accepted as meeting this requirement.

IV. Requirements for full undergraduate standing.

Students who have fulfilled the requirements for provisional undergraduate standing, and who have passed a satisfactory examination in reading, writing,

spelling, English grammar, composition, arithmetic, geography, physiology (including sanitation and hygiene), and United States history and civics, or who have completed the course or courses provided in these subjects in the normal school, may be admitted to full undergraduate standing. Such examination shall be given not later than the end of the first half-year after entrance into the normal school. Should the student fail to pass a satisfactory examination in any of these subjects, such student shall be remanded to a regular high school or normal school class offering work in the subject or subjects in which he has failed. In order that the standards of proficiency maintained in these subjects shall be uniform throughout the state, "the State Board of Education shall from time to time adopt regulations governing such examinations. A graduate of a normal school or a teacher holding a certificate of elementary grade may be excused from any or all of the above examinations by the faculty of the normal school concerned.

V. Regulations governing examinations for full undergraduate standing in State Normal Schools.

- 1. For the examination of candidates as provided in Section IV, the president of each state normal school shall have prepared by a member or committee of members of the normal school faculty not less than ten questions or problems, in each subject except spelling and reading. Each of such questions or problems shall be given such credit-weight as may be determined by the president of the normal school and the faculty member or committee preparing the questions, but the total credit-weight in any subject must be one hundred. The candidates shall be informed of the credit-weight of each question or problem at the time of the examination. In spelling the examination shall include not less than fifty words selected in the same manner as questions in the other subjects. In reading, the examination shall be oral and shall be marked on the basis of one hundred credits.
- 2. An oral examination, for which the credit-weight shall not exceed twenty-five out of the total of one hundred, may be given in any subject, under such regulations as the president may prescribe. The credit-weights obtained on the oral examination shall be added to the credit-weights in the subject obtained on written examination in determining the standing of the candidate.
- 3. An examination in any subject shall be based upon the state textbook or textbooks in the subject prescribed for use in the elementary schools of California.
- 4. Candidates shall be held responsible in the examination for the more significant and salient facts or processes in each subject, the significance or saliency of such facts to be determined by the president and those charged with the preparation of the questions or problems. The questions shall be such as will test the fullness and accuracy of the candidate's knowledge of subject matter or processes.
- 5. In preparing questions or problems, the examiner shall assume that the candidate has completed a full and thorough course in the subject in the elementary schools, followed by a four-year course of general preparation in the secondary schools. The test shall be such as the examiner would give if called upon to examine candidates for the elementary school teachers' certificate.
- 6. The president of each normal school shall prescribe such regulations as he may deem wise and necessary to insure honesty in the examination.
- 7. Each normal school shall fix the standard for passing in each subject, but the standard shall in no case be lower than 90 per cent in spelling or 75 per cent in any other subject.

Norn

- 8. A complete set of questions and problems in each subject, together with the papers of all the candidates and a tabulated statement of standings, shall be kept on file in the normal school for at least one year after the examination,
- 9. Within thirty days after the date of the holding of an examination, a complete set of questions and problems in each subject, together with a statement of the credit-weight for each question or problem, shall be sent to each of the other state normal schools and to the State Board of Education. This regulation has for its aim the standardization of examinations through the interchange of ideas.
 - 10. Examinations shall not be held more often than once each quarter year.
- 11. Candidates who have taken in the high school a review course of not less than six months in the special branches listed for examination, and who are recommended in such course by the principal of the high school, may be exempted from any or all of the examinations.

MINIMUM REQUIREMENTS FOR GRADUATION FROM THE REGULAR TEACHERS' COURSE.

No student shall be admitted to candidacy for graduation who has not been admitted to full undergraduate standing.

Before graduation, each candidate must complete credit courses beyond the complete elementary school course as follows:

I. General requirements,

mal schoo livalents Units		nit:
36.	*English literature and language, including grammar, composition	
30.	and oral expression	2
18.	*Physical Science—One year of general science, including the	
	applied elements of physics, chemistry and physical geography, or one year of physics or chemistry or physical geography, provided that for students entering after June 30, 1918, the general science shall be prescribed	1
18.	*Physical sciences, with emphasis upon their application to life, including the elements of physical geography, physics and chemistry; provided, that for students entering after June 30, 1918, two units of physical science shall be required	1
10		
18.	Biological sciences, including physiology, hygiene and sanitation	1
18.	*History of the United States, and civics, including local and state government	1
36.	*World· history	2
18.	Drawing and painting, including applied design	1
18.	Music, including sight reading, two-part singing, and elementary	
	harmony	1
18.	Manual training or household arts or elements of agriculture (including practical work in gardening, floriculture and plant propagation) one unit; provided, that for students entering after June 30, 1919, one unit shall be required in manual train-	
	ing or household arts, or both, and one unit in elements of	

^{*}Must be taken in a high school.

equiv	l schoolalents		
UI	nits 18.	agriculture, including practical work in gardening, floriculture and plant propagation	1
		of algebra or plane geometry, or commercial arithmetic	. 1
II.	Profe	essional requirements.	
		**Elements of applied sociology, including the study of institutions and social organizations, rural life and rural school problems	. 1/2
	18.	**Education, including a study of the school as an institution, the curriculum, general psychology applied to education and general	
		method	. 1
	49½.	**Practice teaching and special methods which shall familiarize the student with and give him a mastery of the state series of text- books and which shall in addition thereto include special methods in all of the required statutory subjects; provided, that at least	-
		one (1) unit shall be given to practice teaching and at least one-third of the total time given to practice teaching shall be in a classroom, by the classroom method and under direct	t
	41	supervision **The California school system, school law, and their development_	. 23 . 1
	_	**Physical education, athletics, play, school playground equipment and indoor and outdoor recreation	,
	144.	Possible electives	
	126.	Possible electives for those entering after June 30, 1918	. 7
	432.	Minimum units required for graduation	24

Students entering under the provisions of III (a) above, must complete at least three of the possible elective units in the normal school.

Elective units secured in normal schools may include any of the unstarred subjects listed under "Requirements for Graduation."

Commercial, industrial and economic history, or commercial and industrial geography, or any combination thereof amounting to one unit, may be offered in lieu of one unit of world history.

A student of a normal school serving as a student teacher shall receive credit only for teaching done in a normal training school, or as an assistant to a regularly certified teacher who shall supervise the work.

All normal schools of this state other than the Santa Barbara State Normal School of Manual Arts and Home Economics must maintain class instruction in all of the courses listed under the subheading "Professional Requirements."

These regulations shall become effective January 1, 1917, for students entering after that date.

^{*}Must be taken in a high school.

^{**}Must be taken in a normal school.

SPECIAL NOTICE TO HIGH SCHOOL GRADUATES.

The examinations required by the regulations of the State Board of Education will be given for high school graduates twice in each year—in the third week in August for June graduates and on or about the fifteenth of February for mid-year graduates. These examinations will be, as nearly as possible, complete "inventory" tests of the candidate's available stock of knowledge in elementary school subjects, of his literacy and of his general power to think and to express himself. If the tests reveal serious deficiencies, the applicant will be "remanded to a regular high school class." If the applicant shows sufficient knowledge and power to do normal school work, he will be permitted to begin the regular work of the junior year, taking required courses, as follows:

Cı	redit
1. Education I—4 hours a week for 18 weeks	6
2. Geography I—4 hours a week for 18 weeks	6
3. English I-4 hours a week for 18 weeks	4
4. Arithmetic I—4 hours a week for 18 weeks	3
5. Any "Junior B" subject, after the first six weeks, for not more	
than 60 hours; also physical education	6
Total	25

Note.—The work in geography, arithmetic and English (spelling, penmanship, composition, grammar and a study of derivations), will include as much remedial work, of an individual type, as the inventory tests may reveal to be necessary, but will also include the study of these subjects as they should be taught to elementary school children. In other words, these courses will be primarily developing and constructive, but will not omit a rigid requirement of good form in the work of every applicant. When these courses are completed, and not before, the student will be registered as of "full undergraduate standing." The student who plans to finish the full course in two years must be able to attain "full undergraduate standing" in the eighteen weeks allotted for the work outlined above.

* * * *

RECOMMENDATIONS.

All candidates for admission must present one or two letters of recommendation from responsible people—former teachers, where possible. Applicants from other normal schools, or schools of equivalent grade, must file with the registrar honorable dismissal certificates, signed by the proper authorities of the schools or colleges last attended by the applicants. Each honorable dismissal certificate should state the educational record of the applicant.

HALF-YEAR COURSE FOR CANDIDATES FOR THE HIGH SCHOOL CERTIFICATE.

A description of this course will be furnished upon application.

PROFESSIONAL STANDARDS.

The main purpose of the Normal School is to prepare proper persons to teach in the public schools of this state. No one unsuited to this service because of temperament, or because of ill health or physical disability, should apply for admission. The standards of the teaching profession are higher each year, not alone in scholarship, but especially along the lines of personal power and general culture. It is the aim of the school to furnish the student both opportunity and help in acquiring the preparation which he needs to become a successful teacher.

Students will be admitted to practice teaching in the Training School only by vote of the faculty.

APPOINTMENT SERVICE.

An appointment department is maintained by the school, the principal purpose of which is to assist superintendents and trustees in securing teachers suited to their needs.

EXPENSES.

Students are required to furnish their own textbooks. Tuition is free in all departments. A matriculation fee of five dollars will be charged students taking special courses, and small fees are charged for materials used in laboratory courses. The Associated Student Body fee is 50 cents for each quarter.

The school has no dormitories, but rooms and board may be obtained at reasonable rates in suitable homes, recommended by the Dean of Women, where proper supervision will be exercised. The Dean must be consulted before boarding places are selected. Letters of inquiry may be addressed to her at any time, and she will be found in her office one week before the opening of the school.

RIGHTS OF GRADUATES.

The rights and privileges of graduates of California State Normal Schools are defined in section 1503 of the Political Code, the principal features of which are as follows:

The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue diplomas of graduation to those students who worthily complete the full course of study and training prescribed.

This diploma entitles the holder thereof to an elementary school certificate from any county or city and county board of education in the state.

EQUIPMENT.

The school has standard, modern equipment, sufficient for all of its work, both required and elective.

ATHLETICS.

Facilities for athletics include tennis courts, boat-house and barges, a playground, an athletic field and a standard, modern gymnasium.

* * * *

THE CLIMATE OF SAN DIEGO.

Temperatures are usually shown on a globe by lines which pass through regions of the same degree of heat or cold. Red lines of 60 degrees and 70 degrees, showing the summer temperature at San Diego, also inclose Alaska and Siberia. Blue lines of 50 degrees and 60 degrees, showing the winter temperature at San Diego, inclose Egypt and Arabia. Thus San Diego may be said to have Alaskan summers and Egyptian winters.

* * * *

THE COURSE OF STUDY AND OF PRACTICE TEACHING.

JUNIOR YEAR.			
Subject	Total Hours	Credit hours	Credit
Arithmetic I	72	30	3
English I	72	40	4
Education I	72	60	6

	Total	Credit	
Subject	hours	hours	Credit
Music I, II, III (60 hours each)	180	90	9
Drawing I, II, III (60 hours each)	180	90	9
Science I, II, III (60 hours each)	180	120	12
Geography I	72	60	6
Physical Education	72	30	3
Elementary Manual Training	60	40	4
Nature Study	60	40	4
Reading and Expression	60	40	4
Model Lesson Study	60	30	3
History and Geography Methods	24	20	2
Education II, A and B (30 hours each)	60	60	6
bret			
Total Junior credits			75
SENIOR YEAR.			
Home Economics	60	40	4
Social Economics	60	60	6
Literature I or II	60	60	6
Contemporary History or Literature I or II	60	60	6
Hygiene	48	40	4
Agriculture	48	40	4
School Law	48	40	4
Education IV A	36	30	3
Education IV B	24	20	2
Teaching (2 subjects, 60 hours each)		120	12
Teaching (½ day for one quarter)		180	18
Electives		60	6
M . 1 G . 11			
Total Senior credits			75
Total Junior credits			75
Total for graduation*			150

^{*}Of the 150 credits required for graduation, 20 exemption credits may be given for approved high school work in music, drawing, science, or English, so that the net amount of normal school work required may be not more than is represented by 130 credits. Of the one hundred and thirty (130) normal school credits required for graduation, more than six (6) may be granted for electives, provided that the candidate for the diploma can present courses done in high school or college, or in another normal school, which are the full equivalents of the courses listed in the curriculum of this school and which are not also offered as part of the twenty (20) credits of exemption claimed.

ELECTIVES.

		Credits
Literature II, Modern English Poetry	_ 60	6
Periodical Literature	_ 36	3
The Short Story		3 or 6
Spanish I, summer quarter only	_ 60	6
Spanish II, summer quarter only	_ 30	3
Spanish III, teaching methods, summer term only	_ 30	3
Dramatization of History and Literature, Elementary	y	
school	_ 60	6
Education V, Primary education, advanced	_ 60	6
Education VI, Standards in education	_ 60	6
Education VII, History of education	_ 60	6
Library Methods, Elementary	_ 60	6
Geography II, South America	_ 60	6
Geography III, North America	_ 60	6
Typewriting, I and II, each	_ 60	3
Bookkeeping, Elementary	_ 60	4
Food and Dietaries (for departmental and special teachers) 120	8
Institutional Cookery (for departmental and specia	1	
teachers)	_ 120	8
Rural School Cookery, Elementary school	_ 30	2
Sewing, Elementary	_ 96	4
.Woodwork I, II, each, Bench work in wood	_ 60	3
Mechanical Drawing, I and II, each	_ 60	3
Arts and Crafts I, Metals and leather (summer only)	_ 60	3
Farm Mechanics, Forging, concrete, sheet metal	_ 60	3
Plays and Games, Elementary school	_ 36	3
Theory and Practice of Gymnastics	_ 60	4

Note.—Many of these courses will meet the requirements for special certification indicated below; but many of the special certificate courses required are not listed, and a candidate, therefore, for special certification will not be registered until, either by correspondence or by personal interview, he has satisfied all of the requirements indicated below under the head of Fellowships.

DEPARTMENTAL COURSES.

These courses, requiring the equivalent of three years of work and made up of correlated electives arranged in consultation with the registrar, may be taken by qualified undergraduates, or by graduate students who wish to become departmental teachers. The courses are not intended for candidates for special certificates, recommendations for which will not be given by this institution except to a few selected holders of fellowships, as indicated below.

FELLOWSHIPS (Special Certification).

Fellowships (without honorarium) have been instituted, a fellowship to be conferred by vote of the faculty on nomination of the department concerned, and to entitle the recipient to special training and to recommendation to county boards of education for the special elementary or the special high school certificate.

Candidates must be graduates of California, or equivalent, normal schools, and must submit satisfactory evidence of special fitness and attainment, or must be able to show two years of college or other equivalent training and special fitness.

Holders of fellowships who have done one year of satisfactory work, will be entitled to recommendation for the special elementary certificate, and those who have done two years of work will be recommended for the special high school certificate; provided, that within the period specified, they are able to meet the requirements of the State Board of Education, as follows:

Regulations Governing Educational Institutions Accredited to Recommend Individuals for Special Certificates.

[Adopted August 21, 1915; Amended December 10, 1915.]

Educational institutions accredited by the State Board of Education are hereby authorized to recommend to county or to city and county boards of education, individuals who are qualified to receive certificates to teach special subjects in the public elementary and secondary schools of the state of California; provided, that each institution may recommend individuals only in such special subjects and for such grades of certificates as are mentioned in said authorization; and provided, further, that they may recommend candidates for the elementary or secondary special certificates only as follows:

Elementary Special Certificates.

Educational institutions may recommend an individual for the elementary special certificate; provided, (a) that such individual has had at least three years' instruction beyond that required for graduation from a high school maintaining a four-year course in advance of the eighth grade, or that he possess an equivalent amount of training; (b) that at least one-half of the said three years' instruction has been devoted to study or work in the special subject or subjects in which the individual is applying for certification and in such subjects as are strictly supplementary thereto, as arranged and approved by the recommending authorities of the institution in which the work was taken, or that he possess an equivalent amount of special training; (c) that two-fifths of a year of the time required to be given to the special subject or subjects has been devoted to a study of the pedagogical subjects suited to the training of an elementary school teacher; at least one-half of which time shall be devoted to practice-teaching, including methods of instruction in the special subject or subjects, under competent supervision.

Secondary Special Certificates.

Educational institutions may recommend an individual for the secondary special certificate; provided, (a) that such individual has had at least four years' instruction beyond that required for graduation from a high school maintaining a four-year course in advance of the eighth grade, or that he possess an equivalent amount of training; (b) that at least one-half of said four years' instruction has been devoted to study or work in the special subject or subjects in which the individual is applying for certification and in such subjects as are strictly supplementary thereto, as arranged and approved by the recommending authorities of the institution in which the work was taken, or that he possess an equivalent amount of special training; (c) that at least two-fifths of a year of the time required to be given to the special subject or subjects has been devoted to a study of the pedagogical subjects suited to the training of a secondary school teacher; at least one-half of which time shall be devoted to practice-teaching, including methods of instruction in the special subject or subjects, under competent supervision.

Value of Certain Equivalents.

Time devoted in the secondary school period to study or work in the special subject or subjects in which the candidate desires certification may be substituted at the rate of half time for similar studies or work in the collegiate period. Such substitution shall not exceed one-half of the total time required in the special subject or subjects. One year's successful experience in teaching may be substituted for half of the required pedagogical work, and two years of said experience may be substituted for the entire pedagogical requirement.

On March 11, 1916, the San Diego State Normal School was authorized to certify to the preparation of individuals to receive elementary or secondary special certificates from county or city and county boards of education as specified herein:

- 1. Manual and Fine Arts type—Manual Training (elem.); Manual Training, including Bench Work in Wood and Cabinet Work, and such construction of a prevocational character as may be included in such a course (sec.); Wood Working Machinery and Wood Manufacture (sec.); Wood Turning and Pattern Making (sec.); Metal Art and Craft Work (elem. or sec.); Leather Art and Craft Work (elem. or sec.); Basketry and Weaving (elem. or sec.); Primary Construction (sec.); Sheet Metal Work (sec.); Freehand Drawing, Painting and Designing (elem. or sec.); Mechanical Drawing (elem. or sec.); Geometrical Drawing (sec.); Architectural Drawing (sec.); and such Drawing, Mathematics and Accounting as are strictly supplementary to regularly organized courses in said subjects.
- 2. Music type—Vocal Music (elem.); Piano Music (elem.); and such Musical Appreciation, Harmony and Composition as are strictly supplementary to regularly organized courses in said subjects.

- 3. Household Arts type—Household Science, Household Art or Household Economy (sec.); and such Drawing, Mathematics, Science and Accounting as are strictly supplementary to regularly organized courses in said subjects.
- 4. Physical Culture type—Physical Education and Training (elem.); Play and Playground Management (elem.); Athletics (elem.); and such Physiology, Hygiene and Anatomy as are strictly supplementary to regularly organized courses in said subjects.

BRIEF DESCRIPTION OF THE PROFESSIONAL AND ELECTIVE COURSES.

Note.—The following courses are specified as they will be given in Quarters II, III, and IV. In the summer quarter of 1917 the courses not numbered in the margin will not be given, and there will be a few slight changes in the hours listed. For these changes, see the April announcement.

Education I-Analysis of Teaching Process.

This course includes brief studies in elementary educational psychology, with emphasis upon the principles of learning involved in the various school subjects and the corresponding teaching processes.

4 hours a week for 18 weeks; offered only in August and February, except as otherwise announced.

Education IIA—Primary-School Methods: Reading, Literature, Language, Spelling.

This course will include a brief study of the principles governing the selection and presentation of the subjects listed above. Special emphasis will be placed upon methods of teaching these subjects.

5 hours a week for six weeks.

Education IIB—Grammar Grade Methods: Reading, Language, Spelling, Writing, Arithmetic.

The general method of procedure will be as given above. Methods of teaching arithmetic will receive special emphasis.

5 hours a week for six weeks.

Education III.

School administration as it affects the teacher, including her relations to administrative officers—and school law of California.

2 hours a week for one quarter. (45 hours after January 1, 1917.)

Education IVA-Rural School Problems.

The distinct purposes of this course are:

- 1. To lead students to realize the actual conditions of rural life through their own observation and through the study of the literature dealing with the subject.
 - 2. To discover what is being done to ameliorate rural conditions.

See Ed. V.

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- 3. To ascertain the part the school should take in this work.
- 4. To formulate some definite ideas and plans as to the service a teacher may render her community, and to equip her with specific methods for rural school teaching.

3 hours a week for one quarter.

Education IVB-Class Management.

A discussion of the problems arising in connection with school room discipline; methods of securing a wholesome school "spirit" and the application of civic principles to school life.

2 hours a week for one quarter.

Education V-Primary Education.

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This course is planned for students who are preparing to teach in the primary grades. It will consider the organization of the subject matter of these grades, and the relation between content and expression subjects. Students will take active part in discussions and in presentation of subject matter. Special attention will be given to the principles and methods involved in the teaching of reading.

(Elective.) 5 hours a week for one quarter.

Education VI—Standards of Measurement as Applied to Elementary School Subjects.

Scales for measuring the quality and legibility of handwriting, tests for attainment in English composition, and for determining the best methods of memory drill, various standards for measuring the arithmetical abilities of the individual child, with tests for making standard measures in arithmetic, in all grades, will be considered. Practical exercises in the uses of the tests and standards will be given so that a superintendent, principal, or teacher may ascertain scientifically how different school systems or different schools and grades in the same system or district, compare.

(Elective.) 5 hours a week for one quarter.

Education VII—History of Education.

This course consists of a brief history of modern education, including a study of some notable school systems and great social movements which have strongly influenced American education.

(Elective.) 5 hours a week for one quarter.

Education VIII-Educational Psychology.

A lecture course, with assigned readings dealing with the relations of mind and body, the development of social consciousness, the nature of habit, language, etc.

(Elective.) 5 hours a week for one quarter.

Special Methods Courses.

All students will be required to attend the methods classes conducted by the supervisors of history and geography. Methods in the other subjects of the elementary school curriculum are given in Education IIA and IIB, or in the classes dealing with specific subjects, as drawing and music.

15 hours, each.

Arithmetic I.

The course in arithmetic follows the preliminary examination required of practically all entrants, and consists both of the remedial work revealed by the examination as necessary in each individual case, and of a methods course based upon the accepted findings of recent researches in standardization.

4 hours a week for eighteen weeks; offered only in August and February.

Physical Education.

Systematic class training is required of all students except seniors. The students are examined by the medical examiner, and can be excused only upon recommendation. A record of the physical condition, measurements, and personal history of each student is kept, which makes possible a wise and safe direction of the activities of the individual.

The regular drill consists of formal exercises in which the corrective and hygienic motives are combined. Apparatus work is so modified as to be only a rational part of the general scheme.

Rhythmic gymnastics, together with folk and dramatic games and dances, are extensively used, while much time is devoted to organized games of skill. An attempt is made to arouse a spirit of genuine enthusiasm for games, both for the benefit of the students themselves and as a preparatory training for the teaching of games. Informal talks on hygiene are given, according to the special needs of the various classes.

Gymnasium suits are uniform in cut and color, hence students are advised not to have suits made before seeing the instructor.

(Required.) 2 hours a week for each of three quarters.

Sex Anatomy and Hygiene.

- (a) A detailed study is made of the anatomy of the human female reproductive organs, a study which affords a basis for the consideration of physiological sex phenomena. Much attention is given to the large problems of sex hygiene, both for the benefit of the individual student and to give larger professional power.
 - (b) Study of "Health Indexes" of Children.
 - (c) Emergencies.

(Required.) 4 hours a week for one quarter.

Plays and Games.

This course deals first with such dramatic games, singing games and games of skill as are especially adapted to the elementary school. These are followed by gymnastic games for the intermediate school, culminating in such higher forms as volley ball and captain ball. Students gain a knowledge of methods by active participation in the games and by practice teaching in the class. Regulation gymnasium suits are required.

(Elective.) 3 hours a week for one guarter.

Theory and Practice of Gymnastics.

The object of this course is to provide materials for teaching simple physical training with the minimum of gymnastic apparatus. The theory and practice of elementary gymnastics is sufficiently developed to secure acquaintance with the principles which underlie all systematic physical activity. Practice is given in calisthenics, free Swedish exercises, use of light apparatus, and marching.

(Elective.) 5 hours a week for one quarter.

Note.—The following courses will be given in Term I of the summer quarter of 1917. The enrollment in all practical courses will be limited to 35, in order of application. In quarters II, III and IV, hygiene, plays and games and theory of gymnastics will be offered. The special courses for the summer quarter of 1918 will be announced in the bulletin of April, 1918.

Calisthenics.

A course designed to furnish teaching material to teachers who have only the light apparatus to work with. Free hand, dumb-bell, wand and Indian club drills will be furnished, and enough elementary marching to enable a teacher to get a class in position for work.

2 hours a week for six weeks.

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Elementary Folk Dancing.

A series of simple folk dances suitable for the grades is taught. Quite as much emphasis is placed upon methods of presentation as upon ability to execute the various dances, and the course is designed for teachers only.

2 hours a week for six weeks.

Advanced Folk Dancing.

Designed for students who have pursued elementary courses and possess some skill in folk dancing. A practical examination will be required of all entrants at the first meeting of the class.

3 hours a week for six weeks.

Recreative Gymnastics.

Light gymnastics, games and dancing; not intended as a training course but as a means of recreation and physical improvement. There are no prerequisites. No credit will be given for this work to students enrolled in other physical education courses. Half credit will be given to students not enrolled in other courses.

3 hours a week for six weeks.

English.

Individual work in English composition, adapted as far as possible to the need of the student, whenever notable deficiency is indicated by the reports of instructors relative to written expression, is required. No credit is given for this work.

Work continued until deficiencies are overcome.

English I.

This course, also, follows the preliminary examination, and consists largely of remedial work for individuals, with class work in methods of teaching spelling, penmanship, composition and English grammar to elementary school children.

4 hours a week for eighteen weeks; offered only in August and February.

Reading and Expression.

Voice training; the technic of reading, oral and silent; public speaking and dramatic expression.

5 hours a week for one quarter.

Literature I-Modern Prose.

The material for this course is selected from the greatest writers of the period from the Victorian era to the present day. Tolstoi, Ibsen, Hauptmann, and other non-English writers are considered, as well as the great contemporary English novelists and dramatists. The aim is to promote acquaintance with the "criticism of life" that is expressed in modern prose literature.

5 hours a week for one quarter.

Literature II-Modern English Poetry.

This course is complementary to Literature I, having a parallel purpose but finding its material in English poetry of the period from Wordsworth to the present day.

(Elective.) 5 hours a week for one quarter.

The Short-Story.

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A course combining advanced narrative composition with the study of typical modern short-stories. The aim is to assist in the realization of the human, and hence literary, values of the circumstances and experiences of ordinary life.

(Elective.) 3 to 5 hours a week for one quarter.

Periodical Literature.

A course dealing with current conditions and developments in politics, industry, sociology, etc., as recorded and discussed in leading periodicals, with the object of promoting intelligence in the reading of history in the making.

(Elective.) 3 hours a week for one quarter.

Dramatization of History and Literature.

A study of the different phases of dramatic instinct as manifested in children's plays and impersonations and in their love of seeing and taking part in dramatic performances. Organization of dramatic work in the elementary school. History, in outline, of the development of drama. Study of constructive drama. Practice in the dramatization and staging of literature and history.

(Elective.) 5 hours a week for one quarter.

Biology I-Animal Biology.

The fundamentals of biology as illustrated by the structure and life activities of types of animals. The course includes such related topics as animal adaptations, inheritance, geographical distribution and evolution.

5 hours a week for one quarter.

Biology II-Plant Biology.

The principles of plant biology developed through a comparative study of seed plants and the life activities of representatives of the chief divisions of the plant kingdom.

5 hours a week for one quarter.

Biology III-Human Biology.

The application of biological principles to the study of the human body and its functions. The elements of microbiology are given as a basis for hygiene and sanitation.

5 hours a week for one quarter.

Social Economics.

This course is intended to supplement the course in home making. It deals with community making and the elements of political economy and sociology. Such topics are investigated and discussed as exchange, finance, movement of population, industrial problems, race influences, national development, political and social tendencies. The class investigates the various elements of community welfare and reports results for discussion. Problems in rural sociology are discussed.

5 hours a week for one quarter.

Contemporary History.

A comprehensive review of European history from the period of the French Revolution, with special reference to the rise of nationalities, the development of constitutional governments, and social and political questions of the day.

(Elective.) 5 hours a week for one quarter.

Geography I. (Required World Geography.)

This course deals with the principles which determine the products and the manner of living on different parts of the earth's surface, and is largely mathematical, meteorological and climatological. In addition, some of the main commercial products of the different life zones are studied.

4 hours a week for eighteen weeks.

Geography II-South America.

The aim of this course is to acquaint the student with South America as it is today. The social and industrial conditions of each country are discussed, and also the place of each country in the commercial world.

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Each important industry is discussed from the viewpoint of the entire continent, and also with regard to each country. The future possibilities of the continent are studied, with particular reference to international commercial and industrial relations.

(Elective.) 5 hours a week for one quarter.

Geography III-North America.

In this course the student becomes acquainted with the different physiographic provinces of North America, the industries adapted to each province and the methods of carrying on those industries. In addition, Alaska, Dominion of Canada, Newfoundland, United States, Mexico and Central America are studied as to climate, physiography, people and industries.

(Elective.) 5 hours a week for one quarter.

Agricultural Nature Study.

The course aims to show the student what material, selected from the various sciences, may be woven into a nature study course suitable for children, with special reference to school and home gardening and agriculture.

The subject matter covered is partly drawn from the physical sciences, astronomy, physics, etc. (for the upper grades), and partly from life studies of the plant and animal world (for lower grades).

5 hours a week for one quarter.

Agriculture I and II.

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In the first course the fundamental principles of agriculture are studied. Special attention is given to phases of the subject suitable for use in the elementary school where agriculture is taught, or where nature study is given an agricultural trend.

The second course is a study of horticulture. Ornamental trees, shrubs, vines and flowers, such as are commonly used in California, are given a large share of attention. Outdoor study and lath house work throughout the course.

(I is required, II is elective.) 4 hours a week, each, for one quarter.

Drawing I, II and III.

These courses are planned as a unit, and are meant to give the student greater appreciation, some skill in technique and ability to solve problems based on the elements and principles of art. Methods of application of these elements and principles in the grades of the elementary

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school, are developed. Drawing III includes somewhat advanced design, and requires papers on the history of design in art.

60 hours, each, for one quarter.

Music I, II, III.

These courses provide for instruction in the elements of music. They include the study of terminology, key and measure signatures, major and minor scales, chromatics, triads and their inversions in close and open harmony, intervals, modulation and transcription. Ear-training and sight-reading are carried through the course. The rote-song, its purpose and method of presentation, will be considered, and a large number of supplementary graded songs will be learned. Music III includes some study of music history, notation and musical forms, and of biographies of great composers with illustrative works from each on the Victrola and the piano player.

Elementary Manual Training.

This course is especially adapted to the needs of the teacher in the primary grades. It involves work in paper (folding, tearing, cutting, weaving), in cardboard (including bookbinding), in reed and raffia, in the coarser textiles, and in clay. Materials, courses of study, and methods of presentation for the different grades are discussed. Correlation with other subjects is emphasized.

5 hours a week for one quarter.

Woodwork I.

The course aims to show the possibilities of woodwork in the elementary grades. Useful objects are made, to teach the elements of wood construction and the care and use of tools. The making of working drawings, suitable designing, reading of blue prints, use of simple wood finishes, and study of the important woods, form an essential part of the course. The place of manual training in the curriculum, simple courses of study and equipment for beginning the work are discussed.

5 hours a week for one quarter.

Woodwork II. Prerequisite: Woodwork I.

The elements of sound cabinet and furniture construction are presented in this course, together with instruction in the technique of woodworking machinery. Larger and more difficult objects in hardwood are made. Special attention is paid to materials, methods of wood finishing, organization, equipment, and courses of study for grammar grades.

(Elective.) 5 hours a week for one quarter.

Woodwork III. Prerequisite: Woodwork I and II.

An advanced course.

(Elective.) 5 hours a week for one quarter.

Farm Mechanics.

The aim of this course is to give acquaintance with the fundamental tool operations and tools found on the modern farm. It includes work in forging, sheet metal, concrete, carpentry, general repairing, and rope work. Though it will be primarily practical, outside reading and lectures will supplement the shop experience.

(Elective.) 5 hours a week for one quarter.

Mechanical Drawing.

This course, for beginners, is closely related to shop work. Care and use of drawing tools and instruments, lettering, conventions, projections, developments, isometric and perspective drawing, machine details, shop sketching, tracing, and blueprinting are taken up. Abstract problems are eliminated, and all the subject matter is taught in concrete practical problems.

(Elective.) 5 hours a week for three quarters.

Arts and Crafts I.

The course involves copper or brass work and leather work. Fundamental operations of art metal work and of leather work are taught in the construction of artistic and useful objects in metal and leather. Good design is strongly emphasized. Use and care of tools for metal and leather work, course of study, and equipment for the grammar school, are discussed.

(Elective.) Officed in summer quarter only, and only as specially announced.

Applied Sociology.

This course is required of all students, and will be given in the junior division. It will include lectures and readings in social usage, and will deal particularly with woman's relation to society.

I hour a week for one quarter.

Home Economy.

This course is planned to give students a general view of the place of the household in society. It will deal with the administration of the home, and its sanitary, economic, legal and community problems. Emphasis will be placed on management, housing and clothing problems, and the ethics of home making.

4 hours a week for one quarter.

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Dietetics and Cookery.

The purpose of this course is to give a working knowledge of the composition and nutritive value of foods, and of the fundamental principles and processes of cookery. Special attention will be given to methods of laboratory work, and the adaptation of such methods to the school.

(Elective.) 120 class hours for one quarter.

Institutional Cookery.

Menus of balanced rations, involving food analysis, will be prepared and served at the noonday lunch. Materials used will be weighed and measured, and the market prices estimated. Card catalogs will be prepared by the student, indicating cost of articles and individual portions. Training in marketing, accounts, dining room supervision and serving will be given.

(Elective.) 120 class hours for one quarter.

Sewing.

This course is planned especially for teachers of elementary schools. It covers methods of teaching; a general outline suitable for each grade; use of paper patterns; application of hand and machine sewing to undergarments, shirt waists and plain dresses; darning, patching and simple embroidery. Students must provide materials subject to approval of instructor.

(Elective.) 60 class hours for one quarter.

Home Economics in the Rural School.

This course is designed to meet the needs of the teacher in the rural school. Methods of teaching cookery, sewing, sanitation and allied subjects will be presented. Low priced equipments will be studied, and courses which can be given in the one-room school will be suggested.

Laboratory methods.

(Elective.) 3 hours a week for one quarter.

Spanish I.

A beginners' course for teachers who desire an elementary, working knowledge of the language.

60 hours, summer quarter (Term I) only.

Spanish II.

More advanced work, based on that of Spanish I.

30 hours, summer quarter (Term I) only.

Spanish III.

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A course in methods for teachers of the language, with practice-teaching, if desired, in the intermediate school.

30 hours, summer quarter (Term I) only.

Typewriting I and II.

An elementary course for the student who wishes to learn to type his own outlines, notes, etc., or to gain sufficient familiarity with the machine and a sufficient foundation in the touch method of typing to enable him to take further work in a commercial school. Students entering with previous preparation can be given practice teaching in typewriting in the intermediate school.

(Elective.) 5 hours a week for one or two quarters.

Library Methods.

The immediate aim of this course being direct helpfulness to teachers, it deals but briefly with administrative and technical matters and emphasizes all forms of reference work, such as the use of gazetteers, encyclopedias and dictionaries of special subjects, year-books and almanacs, allusion and phrase books; the value and acquisition of government documents; the making of bibliographies on current topics, and the selection of periodicals.

The course will also cover: (1) The Dewey system of classification; (2) the history of the greatest six or eight libraries of the world; (3) children's supplementary reading; (4) the mending and care of books, with choice of editions.

(Elective.) 5 hours a week for one quarter.

Bookkeeping.

The fundamental principles of the double entry system of bookkeeping, and common business forms, are taken up during the first part of the term. During the latter part of the term a set of books, including cash book, journal and ledger, are kept in connection with the accounts of the Domestic Science Department and the office of the Associated Student Body. The object of the course is not to prepare the student for commercial employment, but to acquaint him with the general principles of accounting, which may easily be applied to such personal, domestic and school accounts as the student may wish to keep. No text is required.

(Elective.) 5 hours a week for one quarter.

Training School Curriculum.

The training school curriculum, with daily programs, statement of evaluation of subjects, etc., is in process of construction, and will be issued, in loose-leaf form, during the forthcoming year. It is sufficient to say, here, that the training school is organized as an elementary school of six grades, followed by an intermediate school of the seventh and eighth grades. The training school, as a laboratory of practice teaching, furnishes facilities for:

- 1. Model and demonstration lessons.
- 2. Practice and training in teaching elementary school subjects.
- 3. Half-day practice in teaching and managing a room of one grade, or of several grades, for one quarter-year.

MEMORANDUM.

The courses numbered marginally above will be offered in Term I of the summer quarter of 1917. Additional special courses in the pedagogy and methods of elementary school subjects, and in such subjects as the history of South America, international law, etc., will be announced in the April bulletin, which will be sent (after April 20th) on request. This bulletin will also show the schedule of classes and of model and demonstration lessons to be given in the summer quarter.

GRADUATES.

GRADUATES FROM FEBRUARY, 1916, TO JUNE, 1916.

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Adams, Jennie Elizabeth	McCreery, KathrynCoronado
East San Diego	MacDuff, EstherEast Wilmington
Andrews, WilmaSanta Ana	McFadden, MaryTucson, Ariz.
Armstrong, Clara EdithSan Diego	McKee, MaudeLa Mesa
Armstrong Gladys Viola Santa Paula	Marshall, Mrs. Florence K. San Diego
Armstrong, Gladys Viola_Santa Paula Ballantyne, Marion Augusta_El Cajon	Miller, Bessie EudellaSan Diego
Bartley, Lillian ElsieEscondido	
Blake, Florence LouiseSan Diego	Müller, NatalieSan Diego
Borden, Lois Millicent_San Bernardino	Munger, EdithEl Toro Needham, MildredSan Diego
Braly, HelenSan Diego	Neednam, WildredSan Diego
Brooks, JennieRedlands	Nethery, Edith MayThomas, Okla.
Brooks, LulaSan Bernardino	Oehl, FredaSan Bernardino
Brown, Laura ESan Diego	Olsen, IdaBrooklyn, N. Y.
Burden, Roberta Katherine_Claremont	Penny, GladysEscondido
Burdsal, Dorothy Pembroke_San Diego	Peterson, Eleanor ESan Diego
Bush, May EvelynSan Diego	Quirk, Nelle FaragherSan Diego
Butler, GusOntario	Rabitte, KatherineSan Diego
Carroll, Mayme LenaEscondido	Ramsey, James AlfredSan Diego
Caughey, ConstanceSan Diego	Reed, Helen ElizabethSan Diego
Charlton, Clara Eugene_National City	Roberts, WinifredSanta Ana
Churchill, JeannetteSan Diego	Russell, Beatrice ThelmaSan Diego
Combs, Alma BeulahGreeley, Iowa	Sandefur, Irma Myrtle_San Bernardino
Cooper, Frances LenoreSan Diego	Shaw, Sarah RebeccaLos Angeles
Cornelius, MaryMorisa, Ill.	Skinner, Naomi VivianNational City
Dameron, ErilePhœnix, Ariz.	Smith, Freda WintinSan Diego
Divine, IrmaLa Fox, Ill.	Staley, JuanitaSan Diego
Einer, Bertha MarianSan Diego	Stead, Myrtle SelinaJamacha
Eldred, Ruth HelenSan Diego	Steelhead, BertLos Angeles Sult, Mrs. Jessie Iness_Gilman, Iowa
Farrell, MazieSuperior, Wis.	Sumner, Margaret L. BSan Diego
Fleming, Marjorie Adelaide_San Diego	Swallow Cov Son Diego
Foley, IrenePhœnix, Ariz.	Swallow, CoySan Diego Thayer, LucileSan Diego
Gaillard, Gladys BCoronado	Townsend, Mrs. Jeanette P.
Garrigues, LauraSan Diego	Kinderhook, N. Y.
Gavin, HelenLa Iolla	Troutman, Joy LuellaEscondido
Getchell, Mrs. Grace McMillen	Turner, Ruth FranklinSan Diego
Greenberg, Marietta San Diego	Vestal, Julia Elizabeth
Greenberg, MariettaSan Diego	Snohomish, Wash,
Gregg, Esther EdwinaSan Diego	Walker, Anna Belle
Hawkins, ImaSan Diego	Cripple Creek, Colo.
Henderson, Clara VernaySan Diego	W-1-1 Dath Can Diaga
Hubbert, BabsonSan Luis Rey	Walsh, RuthSan Diego Watson, Alice Erwin_Mt. Vernon, Ill.
Fluchting, MarieEncinitas	Wetmore, MarySan Diego
Hugus, Evelyn ElizabethSan Diego	White, Annie CoronaSan Diego
Jennings, Mary CatherineSan Diego	Wilson, Laura LeeSan Diego
Johnson, DorothyRiverside	Wilson, Lucy ElizabethSan Diego
Kissinger, LucileSan Diego	Woods, Allie BessSan Diego
Lienau, Rhoda SouthgateSan Diego	Woodward, Bessie Catherine
Lincoln, Willa HEl Centro Linger, Daisy AnnSan Diego	Woodward, Bessie Catherine Lubec, Maine
Linger, Daisy Amiliana San Diego	Work, AgnesSan Diego
Loveall, Lelia BerniceSan Diego	Work, rightesball Diego
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GRADUATES FROM JUNE,	1916, TO JANUARY 1, 1917.
Arnold, Alice H. Needles	Carpenter, IsabelSan Diego
Arnold, Alice H. Needles Barnes, Mary San Diego	Case, Florence MariePomona
Barrett Violet Lengus Basifa Basala	Chambarlin Marma Irona Can Diago

Arnold, Alice HNeedles	Carpenter, IsabelSan Diego
Barnes, MarySan Diego	Case, Florence MariePomona
Barrett, Violet LenorePacific Beach	Chamberlin, Norma IreneSan Diego
Bernard, MargaretLake View, Ore.	Chatterson, Margaret Cragg_San Diego
Bishop, HoraceOcean Beach	Cleaveland, Kathleen Douglass
Bradshaw, Catherine HelenOrange	San Diego
Brightwell, Jennie Shacklett	Close, FrancesSan Diego
Lexington, Mo.	Coffeen, GretchenSan Diego

GRADUATES FROM JUNE, 1916, TO JANUARY 1, 1917-Continued.

Collins, Miriam	Murphy, Jessie Carol

STUDENTS RECEIVING SPECIAL CERTIFICATES UNDER THE FELLOWSHIP PLAN, 1915-1916.

Benton, Ma	ry, Drawing	(Secondar	y) De So
Bishop, Ho	race R., D	rawing (Se	ec- Mack

Graduates from	February,	1916, to June, 1916	93
Graduates from	June, 1916,	to January, 1, 1917	47

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NAMES OF STUDENTS ENROLLED 1916-17 NOT GIVEN IN PREVIOUS BULLETINS.

Abell, Eleanor Acosta, Mrs. Neva Applegate, Hope Arthur, Edith	San Diego San Diego Brawley
Arthur, Edith	Los Angeles
Austin, Marjorie	Chula Vista
Babbitt, Vera	Victor, Colo.
Barry, Margaret	Astoria, Ore.
Bartley, Clarine	Escondido
Baskin, Florence	Calexico
Bealey, Eva	Ontario
Beckett, Irene	Lakeside
Bell, VarnaBenton, Alora	Fact Can Diego
Diller Addio	San Diego
Bilkey, Addie Billings, Ella	Fact San Diego
Boone, Alpha	San Bernardino
Borden, Elizabeth	Oceanside
Brainard, Esther	San Diego
Rrown Margaret	San Diego
Buck, Delma	Heber
Buckmaster, Eva	Whittier
Burdsall, Dorothy	San Diego
Burkey, Viola	_San Bernardino
Burnette, Edith	San Diego
Busch, Charlotte	San Diego
Carrey, Mary Cavana, Blanche	Walnut
Cavana, Blanche	Portland, Ore.
Christy, Helen Clarke, Priscilla	San Jacinto
Clarke, Priscilla	Delaware, Ohio
Close, FrancesCochran, Effa_El Dor	San Diego
Coenran, Ena_El Dor.	ado Springs, Mo.
Colburn, Marjorie	Chula Vista

Coleman, Edith	San Diego
Coleman, Edith Conners, Mrs. Eva	Los Angeles
Crawford, Rebecca Czarnowski, Ruth Dadmum, Dorothy	Pomona
Czarnowski, Ruth	San Diego
Dadmum, Dorothy	National City
Davis, Emma	Santa Ana
Davis, Emma Dickermann, Leta	San Tacinto
Dodennom, Willarea	- PHOPHIX, ATIZ.
Duncan, Frances	San Diego
Duray, Lucy	San Diego
Edgerton, Elsie	Elsinore
Ferbitz, Faith	Santee
Ferbitz, Faith Fleshman, Eula Fogarty, Mary	Fallbrook
Fogarty, Mary	_San Luis Obispo
Foster, Isabel Fox, Clara Belle	San Bernardino
Foy Clara Relle	San Diego
Frezieres Mrs Nelle	(Snec)
Frezieres Mrs Nelle	(Snec)
Frezieres Mrs Nelle	(Snec)
Fritz, HelenGardiner, Evelyn	(Spec.) San Diego Attional City Pacific Beach
Fritz, HelenGardiner, Evelyn	(Spec.)San DiegoNational CityPacific BeachEl Centro
Fritz, HelenGardiner, Evelyn	(Spec.)San DiegoNational CityPacific BeachEl Centro
Fritz, Helen	(Spec.) ——San Diego ——National City ——Pacific Beach ——El Centro ——Monrovia ——San Diego
Fritz, Helen	(Spec.) ——San Diego —National City ——Pacific Beach ——E,l Centro ——Monrovia ——San Diego ecc.) —Santa Paula
Fritz, Helen	(Spec.) ——San Diego —National City ——Pacific Beach ——E,l Centro ——Monrovia ——San Diego ecc.) —Santa Paula
Frezieres, Mrs. Nelle Fritz, Helen Gardiner, Evelyn George, Nellie Gibson, Lois Gooch, Dorothy Good, Mrs. Mary (Sp Gray, Mary Green, Ursuline	San Diego National City Pacific Beach El Centro Monrovia San Diego Dec.) Santa Paula Los Angeles San Diego
Frezieres, Mrs. Nelle Fritz, Helen Gardiner, Evelyn George, Nellie Gibson, Lois Gooch, Dorothy Good, Mrs. Mary (Sp. Gray, Mary Green, Ursuline Greenherg, Mena	San Diego National City Pacific Beach El Centro Monrovia San Diego ec.) Santa Paula Los Angeles San Diego San Diego
Frezieres, Mrs. Nelle Fritz, Helen Gardiner, Evelyn George, Nellie Gibson, Lois Gooch, Dorothy Good, Mrs. Mary (Sp Gray, Mary Green, Ursuline Greenberg, Mena Greenberg, Mena Greene Florence	San Diego National City Pacific Beach El Centro San Diego Pacific Beach Los Angeles San Diego San Diego San Diego San Diego San Diego
Frezieres, Mrs. Nelle Fritz, Helen Gardiner, Evelyn George, Nellie Gibson, Lois Gooch, Dorothy Good, Mrs. Mary (Sp Gray, Mary Green, Ursuline Greenberg, Mena Greenberg, Mena Greene Florence	San Diego National City Pacific Beach El Centro San Diego Pacific Beach Los Angeles San Diego San Diego San Diego San Diego San Diego
Frezieres, Mrs. Nelle Fritz, Helen Gardiner, Evelyn George, Nellie Gooch, Lois Gooch, Dorothy Good, Mrs. Mary (Sp. Gray, Mary Green, Ursuline Greenberg, Mena Greene, Florence von Gruenigen, Emn Hacker, Gertrude	San Diego National City Pacific Beach El Centro Monrovia San Diego Los Angeles San Diego San Diego San Diego Artesia Coronado
Frezieres, Mrs. Nelle Fritz, Helen Gardiner, Evelyn George, Nellie Gibson, Lois Gooch, Dorothy Good, Mrs. Mary (Sp. Gray, Mary Green, Ursuline Greenherg, Mena	(Spec.) San Diego National City Pacific Beach El Centro Monrovia San Diego ec.) Santa Paula Los Angeles San Diego San Diego Artesia Coronado El Centro

NAMES OF STUDENTS ENROLLED 1916-17 NOT GIVEN IN PREVIOUS BULLETINS—Continued.

Haskell, AnnieDenver, Colo.
Hendrick, Alida
THE THE THE THE TELEVISION OF
Herdman, FlorenceHoltville
Herod, J. WSan Dimas
Herod, Mrs. Tewel (Spec.) San Dimas
Higginbotham, Barbara San Diego
Hillgrove Luella Flma Wash
Trimer To Tania
riirons, E. LouiseSan Diego
Holland, ElizabethSan Diego
Huff, NonaHighland
Irwin, DorisSan Diego
Jacobs, Harry———Ramona Johnson, Ruth——San Diego Jones, Pauline——San Diego
Johnson Puth San Diego
Tomas Davilina Can Diago
Jones, FaunneSan Diego
Kincher, RuthNordhoff
Kincher, Ruth Nordhoff Kirkpatrick, Ethel Elsinore Kissinger, Grace San Diego Korherr, Anne San Diego
Kissinger, Grace San Diego
Korherr Anne San Diego
Kreeger Cegil San Diego
Kicegei, Cecii
Nuchel, NinaEscondido
Lander, HazelSan Diego
Latimer, Mrs. Evelyn (Spec.)
San Diego
Leasure Bernice Seelev
Leasure, BerniceSeeley
Leasure, BerniceSeeley Leopold, Mrs. Margaret (Spec.)
Kreeger, Cecil
Leasure, Bernice
Leon, Eva. Seeley Leopold, Mrs. Margaret (Spec.) San Diego Lien, Eva. San Diego Linder, Irma (Spec.) Pasadena
Lien, Eva San Diego Linder, Irma (Spec.) Pasadena M. Cochindal Market
Lien, Eva San Diego Linder, Irma (Spec.) Pasadena M. Cochindal Market
Lien, Eva San Diego Linder, Irma (Spec.) Pasadena M. Cochindal Market
Lien, Eva San Diego Linder, Irma (Spec.) Pasadena M. Cochindal Market
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Lien, Eva San Diego Linder, Irma (Spec.) Pasadena M. Cochindal Market
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Lien, Eva. San Diego Linder, Irma (Spec.) Pasadena McCorkindale, Maude Ontario McDivitt, Bernice E. Santa Paula McLean, Charlotte. San Diego McLeod, Vera. Lakeside Manson, Esther. Solon, Maine Marcotte, Pauline Ocean Beach Meza, Mary Coronado Mikesell, W. B. San Diego
Lien, Eva San Diego Linder, Irma (Spec.) Pasadena McCorkindale, Maude Ontario McDivitt, Bernice E. Santa Paula McLean, Charlotte San Diego McLeod, Vera Lakeside Manson, Esther Solon, Maine Marcotte, Pauline Ocean Beach Meza, Mary Coronado Mikesell, W. B. San Diego Miller, Genevieve San Diego
Lien, Eva San Diego Linder, Irma (Spec.) Pasadena McCorkindale, Maude Ontario McDivitt, Bernice E. Santa Paula McLean, Charlotte San Diego McLeod, Vera Lakeside Manson, Esther Solon, Maine Marcotte, Pauline Ocean Beach Meza, Mary Coronado Mikesell, W. B. San Diego Miller, Genevieve San Diego Mitchell, Mildred San Diego
Lien, Eva San Diego Linder, Irma (Spec.) Pasadena McCorkindale, Maude Ontario McDivitt, Bernice E. Santa Paula McLean, Charlotte San Diego McLeod, Vera Lakeside Manson, Esther Solon, Maine Marcotte, Pauline Ocean Beach Meza, Mary Coronado Mikesell, W. B. San Diego Miller, Genevieve San Diego Mitchell, Mildred San Diego
Lien, Eva
Lien, Eva San Diego Linder, Irma (Spec.) Pasadena McCorkindale, Maude Ontario McDivitt, Bernice E. Santa Paula McLean, Charlotte San Diego McLeod, Vera Lakeside Manson, Esther Solon, Maine Marcotte, Pauline Ocean Beach Meza, Mary Coronado Mikesell, W. B. San Diego Miller, Genevieve San Diego Mitchell, Mildred San Diego

Raaf, Henrietta Colorado Springs Colo
Rafuse Susie San Diego
Rameay Cladys Senta Paulo
Damsey, GladysSalita Laula
Ramsey, KuthSanta Paula
Randall, JosephineSan Diego
Rapson, ViolanteSan Diego
Raaf, Henrietta_Colorado Springs, Colo. Rafuse, SusieSan Diego Ramsey, GladysSanta Paula Ramsey, RuthSanta Paula Randall, JosephineSan Diego Rapson, ViolanteSan Diego Reavis, RuthLos Angeles Riley, IonSan Diego Risser, RuthSan Diego Risser, RuthSan Diego
Riley, IonSan Diego
Risser, Ruth Seattle Wash
Ritchey Eva San Diego
Ritchey, Eva San Diego Ritchey, Gwynnyth San Diego
Ritchey, Gwynnyth San Diego Rosenbaum, Hazel Capistrano Sedlacek, Helen San Diego Sefton, Mrs. Helen Thomas (Spec.) San Diego Shaw, Esther San Diego Sheldon, Mary Phenix, Ariz. Short, Jean San Diego Siler, Fay San Diego Slade, Genevieve San Dimas Slade, Imogene, San Dimas Smith, Avis Tustin Snyder, John San Diego
Callanda TT-1
Sediacek, fielenSan Diego
Setton, Mrs. Helen Thomas (Spec.)
San Diego
Shaw, EstherSan Diego
Sheldon, MaryPhœnix, Ariz.
Short, Jean San Diego
Siler Fay San Diego
Slade Conoviere San Dimes
Cl. J. T. C. D.
Stade, Imogene,San Dimas
Smith, AvisTustin
Snyder, JohnSan Diego
Snyder, MargeryCoronado
Snyder, MarionSan Diego
Stall Ethel El Centro
Sullivan Elizabeth San Diego
Swain Mrs Ruth (Spec) San Diego
m 1 35 T
Taylor, Mary LouSan Diego
Thompson, MarjorieSan Diego
Thurston, BessiePayrtle, Ida.
Tinkham, EdithBaraboo, Wis.
Tinkham: Everett Baraboo, Wis.
Snyder, John San Diego Snyder, Margery Coronado Snyder, Marion San Diego Stall, Ethel El Centro Sullivan, Elizabeth San Diego Swain, Mrs. Ruth (Spec.) San Diego Taylor, Mary Lou San Diego Thompson, Marjorie San Diego Thurston, Bessie Payrtle, Ida. Tinkham, Edith Baraboo, Wis. Tinkham, Everett Baraboo, Wis. Todd, Irene Chico
Todd, Irene Chico Toole, Eva Savery, Wyo. Turner, Kathleen San Diego Turrill, Lillian Redlands
Tours Totalian Savery, Wyo.
Turner, KathleenSan Diego
Turrill, LillianRedlands
Vogt, ConstanceSan Diego
Vickers, IreneLiberal, Kan.
Warren, LouiseSan Diego
Webb Zelia Campo
Webster Cladys San Diego
Webster, Gladyssan Diego
Turrill, Lillian
weiter, LouiseEncinitas
Welty, Mrs. GeorgieSan Diego
Westlund, MargitEnsenada, Mexico
Williams, MarionSan Diego
Weller, Louise
Young, ClaraCarlsbad









STATE NORMAL SCHOOL OF SAN DIEGO

VOLUME SEVEN

BULLETIN

NUMBER 1

APRIL, 1919

CATALOG FOR 1918-1919

ANNOUNCEMENTS

FOR '

1919-1920

JAN 25 1721

SUMMER QUARTER

TERM I-JUNE 30 TO AUGUST 8 (SIX WEEKS)

TERM II-AUGUST 11 TO SEPTEMBER 5 (FOUR WEEKS)

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STATE NORMAL SCHOOL OF SAN DIEGO VOLUME SEVEN BULLETIN NUMBER 1

APRIL, 1919

CATALOG

AND

CIRCULAR OF INFORMATION



PUBLISHED QUARTERLY BY THE STATE NORMAL SCHOOL OF SAN DIEGO SAN DIEGO, CALIFORNIA

Entered as second-class matter, April 15, 1913, at the post office, San Diego, California, under the Act of August 24, 1912.

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CALENDAR OF CONTINUOUS SESSIONS.

1919-1920.

Quarter	Dates	Character of session
Ι	Term 1—	
	Monday, June 30, to Friday, August 8, (6 weeks)	Regular-Training school in session.
	Term 2— Monday, August 11, to Friday, Sep-	
	tember 5 (4 weeks) (Vacation of one week)	For students of advanced standing only—Training school not in session.
II	Monday, September 15, to Friday, December 12 (13 weeks) (Vacation of two weeks)	Regular—Training school in session,
III	Monday, December 29, to Friday, March 26 (13 weeks) (Vacation of one week)	Regular—Training school in session,
IV	Monday, April 5, to Friday, June 18 (11 weeks)	Regular—Training school in session.

1920-1921.

Quarter	Dates	Character of session
I	Term 1— Monday, June 29, to Friday, August 6, (6 weeks). Term 2— Monday, August 9, to Friday, September 3 (4 weeks). (Vacation of one week)	Note.—Announcement of the ar-
II	Monday, September 13, to Friday, December 10 (13 weeks). (Vacation of two weeks)	rangements for the year 1920-1921 will be made in the bulletin of April, 1920.
III	Monday, December 27, to Friday, March 25 (13 weeks). (Vacation of one week)	
IV	Monday, April 4, to Friday, June 17, (11 weeks).	

FACULTY.

- EDWARD L. HARDY, PRESIDENT - School Administration

 B.L., University of Wisconsin; graduate student, University of Chicago; study of European secondary schools, 1898-1899; Principal San Diego High School, 1906-1910.
- W. F. BLISS, VICE PRESIDENT History and Social Economics B.S., Mount Union; B.L., M.L., University of California; Superintendent of Schools, Rochester Pa.; Supervising Principal, Colton, Cal.; Vice-Principal, High School, Santa Barbara, Cal.; Teaching Fellow in History, University of California. (Appointed September, 1900.)
- MRS. ADA HUGHES COLDWELL, DEAN OF WOMEN Head

 Department of Household Economics

 Special study, Europe, 1899-1900; Special Student in Domestic Science,

Special study, Europe, 1899-1900; Special Student in Domestic Science, Teachers' College, Columbia University, New York City, 1907. (Appointed June, 1907.)

- MIRIAM E. BESLEY - - Director of Education

 Ph.B., A.M., Wellesley College and University of Chicago; Superintendent
 City Schools, Waukegan, Ill.; study of English and European elementary
 schools, 1902-1903; special investigator of vocational guidance and prevocational education, Chicago, 1911-1913. (Appointed September 1, 1913.)
- CAROLINE I. TOWNSEND - Assistant Director of Education

 Ph.B., University of Chicago; Indianapolis Normal School; Teachers' College,
 Columbia University; teacher of primary reading and literature in the public
 schools of Indianapolis and Tacoma. (Appointed July 1, 1913.)
- MRS. GERTRUDE SUMPTION BELL. - Education

 A.B., Indiana University; graduate Indiana State Normal School; research
 work, Clark University; assistant in education and director of practice
 teaching, University of Colorado; state institute lecturer, Montana; instructor,
 School of Education, Indiana University. (Appointed August 1, 1916.)
- MARY BENTON - - - - Fine Arts

 Student at Rosemont Dezaley, Lausanne, Switzerland; at Chicago Art
 Institute; at New York School of Art; pupil of W. J. Whittemore, of New
 York; pupil of Mrs. Butterworth, of New York; instructor, State Normal
 School of San Diego. (Appointed July 1, 1916.)
- MARY M. BOWER - - Assistant Physical Education
 Graduate State Normal School of San Diego. (Appointed October 1, 1917.)
- VINNIE B. CLARK - - - Geography

 A.B., University of Wisconsin; graduate student, University of Chicago;
 assistant in geography, University of Wisconsin; Oak Park, Ill., High School,
 1913-1914. (Appointed September 1, 1914.)

- GEORGIA V. COY - Biology and Physical Education
 Graduate San Diego Normal School; teacher in San Diego County schools,
 1909-1910; B.S., Columbia University; bachelor's teaching diploma in biology,
 Teachers' College, Columbia University; graduate work at University of
 California, 1915. (Appointed September 1, 1912.)
- REBA FLETCHER DOYLE Assistant Household Economics
 Graduate San Diego Normal School; Diploma, State Normal School of
 Manual Arts and Home Economics, Santa Barbara; Teacher in the Los
 Angeles City Schools, 1915. (Appointed September 1, 1915.)
- INEZ G. KILTON - Assstant Primary Education
 Ph.B., University of Chicago; Graduate State Normal School, Worcester,
 Massachusetts; elementary school teacher, Wellesley, Mass. (Appointed
 September 15, 1918.)
- GERTRUDE LAWS - - Class Management
 Graduate State Normal School, San Diego; departmental teacher, city schools
 of San Diego. (Appointed September 1, 1913.)
- GLADYS NEVENZEL - Assistant Home Economics
 Graduate Throop Polytechnic Institute; teacher of Home Economics, Los
 Angeles city schools, (Appointed October 1, 1917.)
- IRVING E. OUTCALT - Head Department of English
 A.B., Stanford University, 1896; A.M., 1897, University of Illinois; Head Department of English, San Diego High School, 1907-1911. (Appointed September 1, 1912.)
- CHARLES R. SCUDDER - - Industrial Arts

 Preparation at University of Illinois; teacher of industrial work at Grand
 Rapids, Michigan, and director of industrial arts at Washington State Normal
 school at Bellingham. (Appointed September 1, 1918.)
- W. T. SKILLING - - Agriculture and Nature Study
 State Normal School, Los Angeles, Cal.; M.S., University of California;
 Teacher in public schools, Los Angeles, Cal., several years; Assistant in
 Physics, University of California, 1899-1901. (Appointed September, 1901.)
- FLORENCE L. SMITH - - - Penmanship

 A.B., Northwestern University; Critic Teacher, State Normal School at
 Oshkosh, Wisconsin. (Appointed July 1, 1917.)
- JESSIE RAND TANNER Head Department of Physical Education
 Graduate Boston Normal School of Gymnastics; B.S., Columbia University;
 Bachelor's Teaching Diploma, Teachers' College, Columbia University; Tutor,
 Brookline, Mass., 1901-1902. (Appointed July, 1904.)
- (To be appointed) Elementary Manual Training, Arts and Crafts

SPECIAL LECTURERS.

- GUY V. WHALEY - - - School Supervision Superintendent City Schools, San Diego.
- JOHN FRANKLIN WEST - - Rural School Problems
 Superintendent Schools, San Diego County.
- J. L. STOCKTON - - - Statistical Methods
 Principal Training School, State Normal School of San Jose.
- (To be appointed) - - - Moral Education

OCCUPATIONAL THERAPY STAFF.

(For the course offered November 18, 1918, to April 18, 1919.)

- EDWARD L. HARDY, B.L. - - Special Lectures
 President of the School.
- CHARLES R. SCUDDER - - Woodwork

 Director of the Course, State Normal School.
- JESSIE RAND TANNER, B.S. Hygiene and Physical Education
 Head Dept. of Physical Education, State Normal School.
- MARY BENTON - - Applied Design and Dyeing Instructor in Industrial Arts, State Normal School.
- MONTANA HASTINGS, A.B., A.M. - Applied Psychology
 Of the Francis W. Parker School of San Diego; worker with Whipple,
 Thorndike and Wallin.
- ANNA M. VALENTIEN - Leather, Metals and Basketry Former Instructor in Arts and Crafts, State Normal School.
- BLANCHE S. BAXTER - - - Weaving
 Student and worker with Dr. Herbert Hall, Miss Elsa M. de Neergaard and
 Dr. Roger Vittoz of Lausanne, Switzerland.
- EDNA M. SCOFIELD - - - Modeling
 Student and worker at Chicago Art Institute, and with Julia Bracken Wendt
 and at Dr. Barlow's hospital.
- WM. T. SKILLING, M.S. - Agriculture and Gardening Instructor in Agriculture, State Normal School.

SUMMER QUARTER. CONCERNING REGISTRATION.

Since the capacity of the school's classrooms and laboratories limits enrollment to 400, and since the professional character of the summer quarter should be guaranteed, students will be enrolled as follows:

First-From the San Diego State Normal SchoolMarch	20	to	June	9
Second-From other California Normal SchoolsMarch	20	to	June	9
Third-California teachersMarch	20	to	June	25
Fourth-Teachers from other statesMarch	20	to	June	30
Fifth—Special students March	20	to	Tune	30

Teachers from other states and special students who register, will be notified on or before June 9, should it be necessary to close registration at that date. A deposit of \$1.00, to be returned to all registrants notified on or before June 9 that the lists have been closed, is required.

Registration may be made by mail, or at the Registrar's office.

For the courses of study, requirements for admission, and other details, see the announcement below.

Term I, six weeks. Term II, four weeks.

During Term I, and throughout Quarters 2, 3 and 4, the regular 30, 60 and 120-hour courses of the professional curriculum will be offered, and the model and training school will be in session. During Term II, regular academic professional work will be given, the students being divided into small groups to do work somewhat along the lines both of the seminar and of tutoring in courses in pedagogy.

Term I is planned to be equally available to regular students, to students of advanced standing and to teachers in service. For the benefit of the latter class, specialists in methods, both upper grade and primary, in pedagogy and psychology, including standardization, tests, etc., will give courses, supplemented by model and demonstration lessons in the training school. These courses include nearly all of the regular and elective courses offered at any time. Special lectures on literature and art, and on civic, social and allied topics will be given. The regular athletic activities of the school, including rowing, will be maintained.

N.B.—There are no tuition fees, and laboratory and other fees are nominal. All ordinary supplies and the state texts are furnished free. The Associated Student Body fee, for those attending in the summer quarter only, is \$1.00.

THE PROGRAM FOR THE SUMMER QUARTER.

Term I, 1919.

Class work should begin promptly on Monday, June 30, and registrants should report Friday and Saturday, June 27 and 28, to make out their programs.

To give, as far as possible, assurance to teachers in service attending the summer session that specific types of work can be arranged for without conflict of courses, the time schedule and program of courses has been arranged on the plan of "blocks," as follows:

Block	Period and hour	Courses scheduled		
A	I—8:00-8:50 II—8:55-9:45			
В	III— 9:50-10:45 IV—10:55-11:50	Courses in methods. Demonstrations of work in regular subjects. Courses in special subjects.		
С	V-11:50-12:45 (Intermission) 12:45- 1:10 (Conferences)			
D	VI—1:15-2:05 VII—2:10-3:00	General culture courses. Courses in special subjects.		

The arrangements for "Block B" will be of special interest to elementary school teachers who wish to do specific work on the specific problems of their several grades. In the first week of the session, in periods III and IV, two introductory conferences, one for teachers of the lower school grades and one for the teachers of the upper school grades, will be held, at which the types of problems and methods to be discussed and illustrated by the class and individual work of pupils in the training school, which will be in regular session, will be outlined.

In the second week, the lecture and conference hours and the demonstrations will be devoted to the question of problem-project teaching, with illustrations of individual and class projects. On Friday, July 18, a demonstration of a large project, involving the whole school, will be illustrated by a series of demonstrations—and the discussion of the second week will show how this program is the result of and the natural climax of regular school work, involving a minimum of special preparation and of disturbance of the routine work of the training school.

The third week of the term will be given up to a study of standard tests applied to the regular school subjects, and the demonstrations will show these tests in use in the training school. The character of the remaining work of "Block B" is shown in the schedule which follows:

Block B-Program of Methods Courses and Demonstrations.

Week	Dates (incl.)	Subjects			
I	July 1-3	Period III. Introductory conferences—upper grades. Period IV. Introductory conferences—lower grades.			
II	July 7-11	Period III. Projects, upper grades; demonstrations, lower grades. Period IV. Projects, lower grades; demonstrations, upper grades.			
III	July 14-18	Period III. Standard tests, upper grades. Period IV. Standard tests, lower grades. (Demonstrations arranged as above.)			
IV	July 21-25	Period III. History and geography. Period IV. Arithmetic. (Demonstrations of history and geography in IV; of arithmetic in III.)			
V	July 28-Aug. 1	Period III. Language and literature, upper grades. Period IV. Language and literature, lower grades. (Demonstrations of upper grades in IV, and of lower in III.)			
VI	Aug. 4-8	Period III. Arts. Period IV. Music. (Demonstration of work in arts, in period IV, and of music in Period III.)			

PROGRAM OF COURSES—Continued. Term I: June 30 to August 8, (6 weeks.)

		SAP	N DIEGO ST	ATE NORMAL	SCHOOL		11
ek.	Course number.		16		. ¢ĉ	!	
i parentheses indicate hours per we General and Culture Courses	Title of Course		Period II—8:55-9:45: Contemporary History (5)		Period III—9:50-10:45: Child Welfare and Develop- ment (5)		
unbers ir	Course	12 10	30	4()	6	34	29 28 41 19
NOTE.—Courses are described by number on pp. 28 to 42 of this bulletin. The numbers in parentheses indicate hours per week. Pedagogy and Methods General and Culture Courses	Title of Course	Period I—8:00-8:50: Folk Dancing (3)	Period II—8:55-9:45: Rural School Home Economics (5). Primary Games (2)	Periods I and II (double class hours): Basketry (10) Elementary Industrial Arts (10)	Period III—9:50-10:45: Advanced Games (3)	Period IV—10:55-11:50: Home Management (5)Theory and Practice of Physical Education (5)	Periods III and IV (double class hours): Sewing (10)
umber or	Course	36	35 T	400	35	19 E	
NOTE.—Courses are described by nu Pedagogy and Methods	Title of Course	Period I—8:00-8:50: Education IA (5)	Period II—8:55-9:45: Statistical Methods (5)	Periods I and II (double class hours): School Law and Administration (8) Education IIA (40) Education IIB (10)	Pariod III—9:50-10:45: Statistical Methods (5)	Period IV—10:55-11:50: Rural School Problems (5) Principles of Supervision (5)	Periods III and IV (double class hours): N. B.—For the program of methods and demonstrations in periods III and IV, see p. 10.

PROGRAM OF COURSES—Continued. Term I: June 30 to August 8, (6 weeks).

Note. - Courses are described by number on pp. 28 to 42 of this bulletin. The numbers in parentheses indicate hours per week,

SAN DIEGO STATE NORMAL SCHOOL.						
	Course number	8	18	138	17 & 39 14	
General and Culture Courses	Title of Course	Period V-12:45-1:10: Conferences. New Map of Europe (5)	Period VI—1:15-2:05: Geography of South Amer- ica (5)	Periods V and VI (double class hours): Literature I (10)	Period VII-2:10-3:00: Geography IA (5) Current History (5)	
	Course		23 23	33.83	23	22 22 8
Special Subjects	Title of Course	Period V-12:45-1:10; Conferences.	Period VI—1:15-2:05: Home Decoration (3)	Periods V and VI (double class hours): Penmanship, including methods (10) Typewriting (10)	Period VII—2:10-3:00: Music IV (5)	Periods VI and VII (double class hours): Woodwork I (10) Weaving (10) Advanced Drawing (10) Agriculture (10)
	Course		9	12		
Pedagogy and Methods	Title of Course	Period V—12:45-1:10: Conferences. Period VI—1:15-2:05:	Class Management (5)	Periods V and VI (double class hours): Sociology (10)		

PROGRAM OF COURSES-Continued.

Term II: August 11 to September 5, (4 weeks).

During this term, a limited number of teachers and students of advanced standing will be programmed for an extension of the work in Term I, in the following seminars:

The work of these seminars, while largely individual in type, will include reports and discussions. The library of the school is well stocked with materials for the subjects outlined.

N. B.—The summer quarter programs will be followed as printed as closely as possible, but the school reserves the right to change them, if necessary.

TYPICAL INDIVIDUAL PROGRAMS FOR TEACHERS

Norr.—These programs are suggestive only; a student may make out any program desired by consulting the schedule of classes on pp. 11 and 12. Ordinarily, not more than four single-hour or two double-hour courses should be attempted.

1. Program of a teacher of one of the lower grades:

Periods I and II (8.00-9.45)—Education IIA (Primary Pedagogy), or Folk Dancing and Primary Games.

Periods III and IV (9.50-11.50)—Daily conferences and demonstrations of methods, primary grades.

11.50-1.10—Luncheon and private conferences.

Periods VI and VII (1.15–3.00)—Election among following subjects: Sociology, Class Management, Elementary Woodwork, Weaving, Home Decoration, Advanced Drawing, Music, Penmanship, Agriculture, Geography and Literature. (See program of classes, pp. 11 and 12.

Note.—In periods I and II, in lieu of Ed. IIA or Primary Games, any of the subjects listed below (upper grade program) may be taken.

2. Program of a teacher of one of the upper grades:

Periods I and II (8.00–9.45)—Education IIB (Upper Grade Pedagogy), or any of the following: School Administration, Education IA and IB, Education IIA, Moral Education, Rural School Home Economics, Basketry, Industrial Arts, Primary Games, School Athletics.

Periods III and IV (9.50-11.50)—Daily conferences and demonstrations of methods, upper grades.

11.50-1.10—Luncheon and private conferences.

Periods VI and VII (1.15-3.00)—Election among subjects, as listed above under Program 1.

3. Program of a special teacher.

Periods I and II (8.00-9.45)—Basketry or Industrial Arts or Folk Dancing and Primary Games or School Athletics.

Periods III and IV (9.50-11.50)—Sewing, Woodwork II, Clay Modeling and Cement Casting, Drawing, Agriculture, Advanced Games, Theory and Practice of Physical Education.

11.50-1.10—Luncheon and private conferences.

Periods VI and VII (1.15-3.00)—Election among subjects, as listed under Program 1.

Regular normal school students will make out their programs in consultation with the Registrar.

ENTRANCE REQUIREMENTS FOR HIGH SCHOOL GRADUATES.

Recommendation: Entrants must have recommendations of university entrance standard in *eleven* out of fifteen units of work required. A unit of work is defined as a course of study taken for one year of not less than thirty-six weeks for five full periods a week. Fractions of units may be accepted and counted.

Entrance Requirements: Examinations are not required, for the reason that entering students are obliged to take courses for teacher-training in arithmetic, geography, English, pedagogy, physical education, etc., as listed below. Students who have not taken in high school the subjects required by the rules of the State Board of Education, can usually arrange to take them at the normal school. Such students should, however, submit their cases to the registrar for review before they present themselves for admission.

Subjects prescribed as prerequisite to admission are listed in the State Board of Education regulations, which are kept on file in the office of California high school principals, or can be secured from the Commissioner of Secondary Schools, at Sacramento, California.

Of the so-called special subjects, the State Normal School of San Diego accepts, in units, not more than two each in manual training, drawing, music, and household arts, and not more than one each in typewriting, stenography, and bookkeeping. Besides the general recommendation from principals, it is required that of the fifteen or sixteen units offered, at least eleven be of "recommended" grade, including the required English. The principal's general recommendation must be supplemented by specific recommendation as to the personality, character and health of the applicant, with particular reference to teaching.

Dates for Matriculation: High school graduates will be received at the beginning of the summer, autumn, winter and spring quarters. They should report at least one day before the opening date (see calendar).

Prospects of Employment: The demand for teachers now exceeds the supply, and is increasing at a rate which indicates that there will be a serious shortage of teachers in 1919 and for several years thereafter. Preparation now means an opportunity to serve in the most important branch of public civil service, and to earn a livelihood in a professional way.

The State Normal School of San Diego offers the following advantages:

A flexible, all-the-year calendar;

A large and strong faculty and a student body not too large for individual work;

Unusual opportunities for out-of-door recreation and physical development on land and water;

An efficient appointment service.

Preliminary Junior Courses for High School Graduates.

		T.	Hours	Credits
1.	Education	on I	65	6
2.	Geograp	hy I	65	6
3.	English	I	65 .	4
4.	Arithme	tic I	65 -	3
5.	Physical	Education	26	1
				-
		Total		20

Note.—The work in geography, arithmetic and English (spelling, penmanship, composition, grammar and a study of derivations), will not only include as much remedial work, of an individual type, as the class tests may reveal to be necessary, but will also include the study of these subjects as they should be taught to elementary school children. In other words, these courses will be primarily developing and constructive, but will not omit a rigid requirement of good form in the work of every applicant. When these courses are completed, and not before, the student will be registered as of "full undergraduate standing." The student who plans to finish the full course in two years must be able to attain "full undergraduate standing" in the time allotted for the work outlined above.

N. B.—On and after July 1, 1920, the regular professional course for the elementary school certificate will be increased from two to three years.

GENERAL REQUIREMENTS AND ADMISSION TO ADVANCED STANDING.

General Qualifications.

Every person admitted as a student to the normal schools of the state must be of good moral character, of good health, without physical or other defect which would impair his fitness for the teaching service, of at least sixteen years of age, and of that class of persons who, if of proper age, would be admitted to the public schools of the state without restriction.

All applicants must sign the following declaration:

I hereby declare that my purpose in seeking admission to the State Normal School of San Diego is to fit myself for teaching, and that I intend to teach in the public schools of California, or of the State or Territory in which I may reside.

Applicants will be admitted as follows:

- (a) Recommended graduates of accredited secondary schools of California, having junior college or postgraduate credit.
- (b) Graduates of secondary schools outside of California (provided their credentials are the equivalent of recommended graduation from a California secondary school), having postgraduate credit.
- (c) Applicants presenting credentials from other normal schools and institutions of the college grade, who will be assigned to such advanced standing as, in the judgment of the Committee on Advanced Standing, their credentials may warrant.
- (d) Teachers of experience not candidates for graduation, who will be admitted as visiting teachers for the purpose of doing special work. Teachers holding California certificates will be admitted with credit to be determined by the Committee on Advanced Standing.

Concerning credit for work done in the junior college:

- (a) Generally speaking, one year of junior college work will be credited as thirty of the one hundred fifty units required for graduation from the normal school course.
- (b) Full credit will be given for subjects that can be accepted as fair equivalents for electives.
- (c) Full credit will be given for subjects that can be accepted as equivalents for regular courses.
- (d) It is required that a junior college student who wishes to enter this institution to receive either the regular diploma or recommendation for a special certificate of either the elementary or the secondary grade, open, as soon as possible, correspondence with the Registrar for the purpose of securing in detail important information.

n n n n

ADVANCED STANDING.

* * *

Experienced teachers holding valid California or other certificates will be admitted to the Normal School upon presenting such certificates, together with satisfactory letters of recommendation. They will receive such credit as their preparation and *successful* experience may warrant. On the other hand, they will be required to make up such deficiencies as their work in the school may reveal.

Credits for successful teaching may be given on the following basis:

For	5 or more years4	teachings	or	24	units
For	3-5 years3	teachings	or	18	units
For	2 years2	teachings	or	12	units
For	1 year 1	teaching	or	6	units

Less than one year in teaching will not be recognized.

A unit is defined as the equivalent of one hour of work a week pursued for ten weeks.

One year of teaching will be interpreted to mean not less than eight months.

Credits obtained in the State Normal Schools of California or other states or in colleges and universities of recognized standing, will be honored so far as they cover the work of the regular course of study in this school.

The Committee on Admission and Advanced Standing, in arranging programs for students admitted under the foregoing conditions, will first provide for courses in Education, adding other branches to complete the required number of hours. The rules of the Committee follow:

- Every applicant for admission to candidacy for a diploma of the school, excepting
 those holding regular credentials from accredited high schools, shall be interviewed by each member of the Committee and the status of students shall be
 decided only in general conference of the Committee, after the interviews
 have taken place.
- 2. The Committee shall enforce the rules and prescriptions of the State Board of Education concerning admission to and graduation from state normal schools, and these rules and prescriptions are hereby made a part of the rules of this Committee.
- 3. Since discretion in the following cases has been vested by the State Board of Education in the several normal school faculties, the minimum requirements for graduation for all persons belonging to the several groups indicated below are hereby fixed as follows:
 - a. Graduates of accredited colleges, or institutions of like rank, without other school education or training or experience in teaching, shall be required to take a minimum of twenty-four weeks of work in residence.
 - b. Graduates of accredited normal schools who received their diplomas before the schools were placed on the accredited list by the State Board of Education, shall be required to take a minimum of eighteen weeks of work in residence.
 - c. Students transferred from other state normal schools to this school shall be required, according to the rules of the State Board of Education, to take a minimum of eighteen weeks of work in residence.
 - d. Experienced teachers with high school education from states outside of California, shall receive credit for experience only, according to the regular schedule of credit for experience in teaching.
 - e. California teachers of experience with high school education shall receive credit for experience according to the regular schedule and in addition shall receive a credit of twenty-four normal school units for the California certificate, provided that this certificate is not more than six years old.
 - f. Experienced teachers (with high school education) holding California Life Diplomas, shall receive the same credits as those holding California certificates, providing the Life Diploma is not more than ten years old.
 - g. Experienced teachers with no high school education holding California certificates or diplomas shall receive credit for experience according to

the regular schedule, and shall be referred to the Committee on Admission and Advanced Standing.

h. Persons over twenty-four years of age, asking admission to the school, must conform to the rule of the State Board of Education and shall also be referred to the Committee on Admission and Advanced Standing.

The State Board rule follows:

"Persons over twenty-four years of age not possessing the credentials prescribed above may be admitted to provisional undergraduate standing on such special qualifications of character, education and general intelligence as may, in the judgment of the faculty of the normal school concerned, be equivalent to any of the above requirements; provided, that such persons may be graduated only after completing a minimum of two and one-half units of work in the normal school; and provided, further, that they shall have met all of the professional requirements hereinafter set forth."

RECOMMENDATIONS.

All candidates for admission must present one or two letters of recommendation from responsible people—former teachers, where possible. Applicants from other normal schools, or schools of equivalent grade, must file with the registrar honorable dismissal certificates, signed by the proper authorities of the schools or colleges last attended by the applicants. Each honorable dismissal certificate should state the educational record of the applicant.

PROFESSIONAL STANDARDS.

The main purpose of the Normal School is to prepare proper persons to teach in the public schools of this state. No one unsuited to this service because of temperament, or because of ill health or physical disability, should apply for admission. The standards of the teaching profession are higher each year, not alone in scholarship, but especially along the lines of personal power and general culture.

If a student's work in his junior year gives assurance that he has developed capacity for teaching, he will be admitted to practice teaching in the Training School by vote of the faculty.

APPOINTMENT SERVICE.

An appointment department is maintained by the school, the principal purpose of which is to assist superintendents and trustees in securing teachers suited to their needs. There are no fees for its services.

EXPENSES.

Students are required to furnish their own textbooks. Tuition is free in all departments. A matriculation fee of five dollars will be charged students taking special courses, and small fees are charged for materials used in laboratory courses. The Associated Student Body fee is 50 cents for each quarter.

The school has no dormitories, but rooms and board may be obtained at reasonable rates in suitable homes, recommended by the Dean of Women, where proper supervision will be exercised. The Dean must be consulted before boarding places are selected.

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RIGHTS OF GRADUATES.

The rights and privileges of graduates of California State Normal Schools are defined in section 1503 of the Political Code, the principal features of which are as follows:

The board of trustees of each state normal school, upon the recommendation of the faculty, may issue diplomas of graduation to those students who worthily complete the full course of study and training prescribed.

This diploma entitles the holder to an elementary school certificate from any county or city and county board of education in the state.

* * * * ATHLETICS.

Facilities for athletics include tennis courts, boat-house and barges, a playground, an athletic field and a standard, modern gymnasium.

* * * * THE CLIMATE OF SAN DIEGO.

Temperatures are usually shown on a globe by lines which pass through regions of the same degree of heat or cold. Red lines of 60 degrees and 70 degrees, showing the summer temperature at San Diego, also inclose Alaska and Siberia. Blue lines of 50 degrees and 60 degrees, showing the winter temperature at San Diego, inclose Egypt and Arabia. Thus San Diego may be said to have Alaskan summers and Egyptian winters.

THE COURSES OFFERED.

- 1. For the elementary school certificate; see pp. 22 and 23.
- 2. Fellowship courses leading to special certification; see pp. 24, 25 and 26.
- 3. Departmental teachers' courses; see p. 24.
- 4. A vocational home economics course; see pp. 26 and 27.
- 5. Summer session courses for school officers and teachers; see pp. 11, 12 and 13, also pp. 28-42.

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THE COURSE OF STUDY AND OF PRACTICE TEACHING.

IUNIOR YEAR. Total Credit Subject hours hours Credit Arithmetic I ______ English I Education I Music I, II, III (60 hours each) Drawing I, II, III (60 hours each)_____ Science I. II. III (Biology, Physiology and Hygiene) (60 hours each)_____ Geography I Physical Education _____ Elementary Industrial Arts_____ Agricultural Nature Study_____ Model Lesson Study_____ History and Geography Methods_____ Education IIA (Lower Grade Methods)____ Education IIB (Upper Grade Methods)____ Total Junior credits_____ SENIOR YEAR. Home Economics Social Economics Literature I or II_____ Contemporary History or Literature I or II__ Agriculture School Law _____ Education IVA (Rural School Problems)__ Education IVB (Class Management) Teaching (2 subjects, 60 hours each)_____ Teaching (1/2 day for one quarter)_____ Electives -----

Total Senior credits_____

Total Junior credits

Total for graduation*_____

^{*}Of the 150 credits required for graduation, 20 exemption credits may be given for approved high school work in music, drawing, science, or English, so that the

net amount of normal school work required may be not more than is represented by 130 credits. Of the one hundred and thirty (130) normal school credits required for graduation, more than nine (9) may be granted for electives, provided that the candidate for the diploma can present courses done in high school or college, or in another normal school, which are the full equivalents of the courses listed in the curriculum of this school and which are not also offered as part of the twenty (20) credits of exemption claimed.

ELECTIVES.

I	Hours	Credits
Literature II, Modern English Poetry	60	6
Contemporary History	60	6
Periodical Literature	36	3
The Short Story3	6 to 60	3 or 6
Education V, Primary education, advanced	60	6
Education VI, Standards in education	60	6
Education VII, History of education	60	6
Education VIII, Psychology	60	6
Library Methods, Elementary	60	6
Geography II, South America	60	6
Geography III, North America	60	6
Typewriting, I and II, each	60	3
Food and Dietaries (for departmental and special	120	,
teachers)	120	6
Institutional Cookery (for departmental and special teachers)	120	6
Rural School Cookery, Elementary school	30	2
Sewing, Elementary	96	4
Agriculture II	48	4
Woodwork I, II, each, Bench work in wood	60	3
Art IV	30	1.5
Music IV	30	1.5
Mechanical Drawing, I and II, each	60	3
Arts and Crafts each (summer only)	60	3
Farm Mechanics, Forging, concrete, sheet metal	60	3
Plays and Games, Elementary school	36	3
Theory and Practice of Gymnastics	60	4

NOTE.—Many of these courses will meet the requirements for special certification indicated below; but many of the special certificate courses required are not listed, and a candidate, therefore, for special certification will not be registered until, either by correspondence or by personal interview, he has satisfied all of the requirements indicated below under the head of Fellowships.

DEPARTMENTAL COURSES.

These courses, requiring the equivalent of three years of work and made up of correlated electives arranged in consultation with the registrar, may be taken by qualified undergraduates, or by graduate students who wish to become departmental teachers. The courses are not intended for candidates for special certificates, recommendations for which will not be given by this institution except to a few selected holders of fellowships, as indicated below.

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FELLOWSHIPS (Special Certification).

Fellowships (without honorarium) have been instituted, a fellowship to be conferred by vote of the faculty on nomination of the department concerned, and to entitle the recipient to special training and to recommendation to county boards of education for the special elementary or the special high school certificate.

Candidates must be graduates of California, or equivalent, normal schools, and must submit satisfactory evidence of special fitness and attainment, or must be able to show two years of college or other equivalent training and special fitness.

Holders of fellowships who have done one year of satisfactory work, will be entitled to recommendation for the special elementary certificate, and those who have done two years of work will be recommended for the special high school certificate; provided, that within the period specified, they are able to meet the requirements of the State Board of Education, as follows:

Regulations Governing Educational Institutions Accredited to Recommend Individuals for Special Certificates.

[Adopted August 21, 1915; Amended December 10, 1915.]

Educational institutions accredited by the State Board of Education are hereby authorized to recommend to county or to city and county boards of education, individuals who are qualified to receive certificates to teach special subjects in the public elementary and secondary schools of the state of California; provided, that each institution may recommend individuals only in such special subjects and for such grades of certificates as are mentioned in said authorization; and provided, further, that they may recommend candidates for the elementary or secondary special certificates only as follows:

Elementary Special Certificates.

Educational institutions may recommend an individual for the elementary special certificate; provided, (a) that such individual has had at least three years' instruction beyond that required for graduation from a high school maintaining a four-

year course in advance of the eighth grade, or that he possess an equivalent amount of training; (b) that at least one-half of the said three years' instruction has been devoted to study or work in the special subject or subjects in which the individual is applying for certification and in such subjects as are strictly supplementary thereto, as arranged and approved by the recommending authorities of the institution in which the work was taken, or that he possess an equivalent amount of special training; (c) that two-fifths of a year of the time required to be given to the special subject or subjects has been devoted to a study of the pedagogical subjects suited to the training of an elementary school teacher; at least one-half of which time shall be devoted to practice-teaching, including methods of instruction in the special subject or subjects, under competent supervision.

Secondary Special Certificates.

Educational institutions may recommend an individual for the secondary special certificate; provided, (a) that such individual has had at least four years' instruction beyond that required for graduation from a high school maintaining a four-year course in advance of the eighth grade, or that he possess an equivalent amount of training; (b) that at least one-half of said four years' instruction has been devoted to study or work in the special subject or subjects in which the individual is applying for certification and in such subjects as are strictly supplementary thereto, as arranged and approved by the recommending authorities of the institution in which the work was taken, or that he possess an equivalent amount of special training; (c) that at least two-fifths of a year of the time required to be given to the special subject or subjects has been devoted to a study of the pedagogical subjects suited to the training of a secondary school teacher; at least one-half of which time shall be devoted to practice-teaching, including methods of instruction in the special subject or subjects, under competent supervision.

Value of Certain Equivalents.

Time devoted in the secondary school period to study or work in the special subject or subjects in which the candidate desires certification may be substituted at the rate of half time for similar studies or work in the collegiate period. Such substitution shall not exceed one-half of the total time required in the special subject or subjects. One year's successful experience in teaching may be substituted for half of the required pedagogical work, and two years of said experience may be substituted for the entire pedagogical requirement.

On March 11, 1916, the San Diego State Normal School was authorized to certify to the preparation of individuals to receive elementary or secondary special certificates from county or city and county boards of education as specified herein:

1. Manual and Fine Arts type—Manual Training (elem.); Manual Training, including Bench Work in Wood and Cabinet Work, and such construction of a prevocational character as may be included in such a course (sec.); Wood Working Machinery and Wood Manufacture (sec.); Wood Turning and Pattern Making (sec.); Metal Art and Craft Work (elem. or sec.); Leather Art and Craft Work (elem. or sec.); Basketry and Weaving (elem. or sec.); Primary Construction (sec.);

Sheet Metal Work (sec.); Freehand Drawing, Painting and Designing (elem. or sec.); Mechanical Drawing (elem. or sec.); Geometrical Drawing (sec.); Architectural Drawing (sec.); and such Drawing, Mathematics and Accounting as are strictly supplementary to regularly organized courses in said subjects.

2. Music type—Vocal Music (elem.); Piano Music (elem.); and such Musical Appreciation, Harmony and Composition as are strictly supplementary to regularly organized courses in said subjects.

3. Household Arts type—Household Science, Household Art or Household Economy (sec.); and such Drawing, Mathematics, Science and Accounting as are strictly supplementary to regularly organized courses in said subjects.

4. Physical Culture type—Physical Education and Training (elem.); Play and Playground Management (elem.); Athletics (elem.); and such Physiology, Hygiene and Anatomy as are strictly supplementary to regularly organized courses in said subjects.

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VOCATIONAL COURSE IN HOME ECONOMICS.

In co-operation with the Federal Board for Vocational Education appointed under the provisions of the Smith-Hughes Act, and under the direction of the State Board of Education, the State Normal School of San Diego offers training for vocational teachers of home economics.

The course covers a period of two years, and its purpose is to prepare teachers to conduct classes in the various phases of home making, in day and evening full-time and part-time, elementary and high schools.

It includes the following subjects:

Pedagogical.

Educational psychology. Principles of education.

Vocational education.

Sociological.

State and Federal legislation relating to woman's work. Economics.

Scientific. !

Inorganic and organic chemistry.

Biology.

Bacteriology.

Physiology.

Technical.

Children's literature, story telling, plays and games.

English and home reading.

Food study and home cookery.

Dietetics and nutrition.

Sewing.

Clothing.

Millinery.

The Home.

House planning and furnishing.

Home gardening.

Household physics.

Care of house; housekeeping processes.

Sanitation (household and public).

Hygiene.

Home nursing.

Administration (accounting and economics of the home).

Household design.

Physical education (personal).

Practice teaching and methods in home economics.

The certification granted on completion of the course will be a secondary Household Arts Credential.

Applicants must be citizens of the United States, and have had four years of schooling beyond the elementary school and at least four years of experience in home management and household duties. This experience must have been gained after the age of eighteen years. Those persons having had maternal or other special care of children will be given preference. References as to character and general intelligence will be required, and an entrance examination, testing the applicant's ability to use spoken and written English, will be given.

In the year 1919 applicants will be received July 1 and September 15. The dates for matriculation in 1920 will be announced in the bulletin of April, 1920.

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BRIEF DESCRIPTION OF THE PROFESSIONAL AND ELECTIVE COURSES.

Note.—The following courses are specified as they will be given in Quarters II, III, and IV. In the summer quarter of 1919 the courses not numbered in the margin will not be given. The additional special courses offered in the summer quarter of 1919 will be found at the end of this section of the bulletin. For the program see pp. 11 and 12.

Education I-Analysis of Teaching Process.

This course includes brief studies in elementary educational psychology, with emphasis upon the principles of learning involved in the various school subjects and the corresponding teaching processes. In the summer session of 1919, given as Ed. IA (for students in training), and Ed. IB (for teachers).

5 hours a week for one quarter.

Education IIA—Primary-School Methods: Reading, Literature, Language, Spelling.

This course will include a brief study of the principles governing the selection and presentation of the subjects listed above. Special emphasis will be placed upon methods of teaching these subjects.

5 hours a week for one quarter.

Education IIB—Grammar Grade Methods: Reading, Language, Spelling, Writing, Arithmetic.

The general method of procedure will be as given above. Methods of teaching arithmetic will receive special emphasis.

5 hours a week for one quarter.

Education III-School Law.

School administration as it affects the teacher, including her relations to administrative officers—and school law of California.

4 hours a week for one quarter.

Education IVA-Rural School Problems.

The distinct purposes of this course are:

- 1. To lead students to realize the actual conditions of rural life through their own observation and through the study of the literature dealing with the subject.
 - 2. To discover what is being done to ameliorate rural conditions.
 - 3. To ascertain the part the school should take in this work.
- 4. To formulate some definite ideas and plans as to the service a teacher may render her community, and to equip her with specific methods for rural school teaching.

3 hours a week for one quarter.

Education IVB-Class Management.

A discussion of the problems arising in connection with school room discipline; methods of securing a wholesome school "spirit" and the application of civic principles to school life.

2 hours a week for one quarter.

Education V-Primary Education.

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This course is planned for students who are preparing to teach in the primary grades. It will consider the organization of the subject matter of these grades, and the relation between content and expression subjects. Students will take active part in discussions and in presentation of subject matter. Special attention will be given to the principles and methods involved in the teaching of reading.

(Elective.) 5 hours a week for one quarter.

Education VI-Standards of Measurement as Applied to Elementary School Subjects.

Scales for measuring the quality and legibility of handwriting, tests for attainment in English composition, and for determining the best methods of memory drill, various standards for measuring the arithmetical abilities of the individual child, with tests for making standard measures in arithmetic, in all grades, will be considered. Practical exercises in the uses of the tests and standards will be given so that a superintendent, principal, or teacher may ascertain scientifically how different school systems or different schools and grades in the same system or district, compare.

(Elective.) 5 hours a week for one quarter.

Education VII-History of Education.

This course consists of a brief history of modern education, including a study of some notable school systems and great social movements which have strongly influenced American education.

(Elective.) 5 hours a week for one quarter.

Education VIII-Educational Psychology.

A lecture course, with assigned readings dealing with the relations of mind and body, the development of social consciousness, the nature of habit, language, etc.

(Elective.) 5 hours a week for one quarter.

Special Methods Courses.

All students will be required to attend the methods classes conducted by the supervisors of history and geography. Methods in the other subjects of the elementary school curriculum are given in Education IIA and IIB, or in the classes dealing with specific subjects, as drawing and music.

15 hours, each.

Arithmetic I.

The course in arithmetic is required of practically all entrants, and consists both of the remedial work revealed by the class examinations as necessary in each individual case, and of a methods course based upon the accepted findings of recent researches in standardization.

5 hours a week for one quarter.

Physical Education.

Systematic class training is required of all students except seniors. The students are examined by the medical examiner, and can be excused only upon recommendation. A record of the physical condition, measurements, and personal history of each student is kept, which makes possible a wise and safe direction of the activities of the individual.

The regular drill consists of formal exercises in which the corrective and hygienic motives are combined. Apparatus work is so modified as to be only a rational part of the general scheme.

Rhythmic gymnastics, together with folk and dramatic games and dances, are extensively used, while much time is devoted to organized games of skill. An attempt is made to arouse a spirit of genuine enthusiasm for games, both for the benefit of the students themselves and as a preparatory training for the teaching of games. Informal talks on hygiene are given, according to the special needs of the various classes.

Gymnasium suits are uniform in cut and color, hence students are advised not to have suits made before seeing the instructor.

(Required.) 3 hours a week for each of three quarters.

Plays and Games.

This course deals first with such dramatic games, singing games and games of skill as are especially adapted to the elementary school. These are followed by gymnastic games for the intermediate school, culminating in such higher forms as volley ball and captain ball. Students gain a knowledge of methods by active participation in the games and by practice teaching in the class. Regulation gymnasium suits are required.

(Elective.) 3 hours a week for one quarter.

Note.—The following courses in physical education will be given in Term I of the summer quarter of 1919. The enrollment in all practical courses will be limited to 35, in order of application. In quarters II, III and IV, hygiene, plays and games and theory of physical education will be offered. The special courses for the summer quarter of 1920 will be announced in the bulletin of April, 1920.

Singing Games.

7 Dramatic games and singing games especially adapted to the first three grades.

Primary Gymnastic Games.

8 Games of skill suitable to the lower grades.

Advanced Gymnastic Games.

Formal games for the intermediate school, not including the highly organized athletic games.

School Athletics.

A course designed to instruct teachers in the rules, methods of presenting, and coaching of popular school athletics. The following will be given: Playground Ball; Basket Ball (boys); Soccer; Hand Ball and Track Athletics. Other games will be added if time allows.

Tennis.

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A trained instructor is provided to coach students wishing to learn to play tennis. Appointment for such instruction may be secured from the Physical Director during the first week of the session.

Rowing.

For the students who join the crews of the rowing association, regular rowing in the eight-oared barges belonging to the school will be arranged, under competent instruction. All applicants must be able to swim.

Theory and Practice of Physical Training.

The object of this course is to provide materials for teaching simple physical training with the minimum of gymnastic apparatus. The theory and practice of elementary gymnastics is sufficiently developed to secure acquaintance with the principles which underlie all systematic physical activity. Practice is given in calisthenics, free Swedish exercises, use of light apparatus and marching.

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Folk Dancing.

A series of folk dances suitable for the grades is taught. Quite as much emphasis is placed upon methods of presentation as upon ability to execute the various dances, and the course is designed for teachers only.

English I.

This course consists largely of remedial work for individuals, with class work in methods of teaching spelling, penmanship, composition and English grammar to elementary school children.

5 hours a week for one quarter.

Literature I-Modern Prose.

Lectures on American literature. Discussion of modern prose literature of Europe and America. Extensive reading in recent and contemporary fiction and drama.

5 hours a week for one quarter.

Literature II-Modern English and American Poetry.

Lectures with illustrative readings from modern English and American poetry, beginning with Tennyson and Browning and ending with Masefield and other poets of the present day. Extensive reading in recent and contemporary poetry.

(Elective.) 5 hours a week for one quarter.

The Short-Story.

A course combining advanced narrative composition with the study of typical modern short-stories. The aim is to assist in the realization of the human, and hence literary, values of the circumstances and experiences of ordinary life.

(Elective.) 3 to 5 hours a week for one quarter.

Current History.

A course dealing with current conditions and developments in politics, industry, sociology, etc., as recorded and discussed in leading periodicals, with the object of promoting intelligence in the reading of history in the making.

(Elective.) 3 hours a week for one quarter.

Biology I-Animal and Plant Biology.

The fundamentals of biology as illustrated by the structure and life activities of types of animals. The course includes such related topics as animal adaptations, inheritance, geographical distribution and evolution, also principles of plant biology developed through a comparative study of seed plants and the life activities of representatives of the chief divisions of the plant kingdom.

5 hours a week for one quarter.

Biology II-Human Biology and Physiology.

The application of biological principles to the study of the human body and its functions. The elements of microbiology are given as a basis for hygiene and sanitation.

5 hours a week for one quarter.

Biology III-Hygiene.

- (a) A detailed study is made of the anatomy of the human female reproductive organs, a study which affords a basis for the consideration of physiological sex phenomena. Much attention is given to the large problems of sex hygiene, both for the benefit of the individual student and to give larger professional power.
 - (b) Study of "Health Indexes" of Children.
 - (c) Emergencies.

(Required.) 4 hours a week for one quarter.

Social Economics.

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This course is intended to supplement the course in home making. It deals with community making and the elements of political economy and sociology. Such topics are investigated and discussed as exchange, finance, movement of population, industrial problems, race influences, national development, political and social tendencies. The class investigates the various elements of community welfare and reports results for discussion. Problems in rural sociology are discussed.

5 hours a week for one quarter.

Contemporary History.

A comprehensive review of European history from the period of the French Revolution, with special reference to the rise of nationalities, the development of constitutional governments, and social and political questions of the day.

(Elective:) 5 hours a week for one quarter.
30 hours in s.s., 1919.

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Geography I. (Required World Geography.)

This course deals with the principles which determine the products and the manner of living on different parts of the earth's surface, and is largely mathematical, meteorological and climatological. In addition, some of the main commercial products of the different life zones are studied. Given as Geography IA (30 hrs.) in the summer of 1919. See No. 39.

5 hours a week for one quarter.

Geography II-South America.

The aim of this course is to acquaint the student with South America as it is today. The social and industrial conditions of each country are discussed, and also the place of each country in the commercial world. Each important industry is discussed from the viewpoint of the entire continent, and also with regard to each country. The future possibilities of the continent are studied, with particular reference to international commercial and industrial relations.

(Elective.) 5 hours a week for one quarter.

Geography III-North America.

In this course the student becomes acquainted with the different physiographic provinces of North America, the industries adapted to each province and the methods of carrying on those industries. In addition, Alaska, Dominion of Canada, Newfoundland, United States, Mexico and Central America are studied as to climate, physiography, people and industries.

(Elective.) 5 hours a week for one quarter.

Agricultural Nature Study.

The course aims to show the student what material, selected from the various sciences, may be woven into a nature study course suitable for children, with special reference to school and home gardening and agriculture.

The subject matter covered is partly drawn from the physical sciences, astronomy, physics, etc. (for the upper grades), and partly from life studies of the plant and animal world (for lower grades).

5 hours a week for one quarter.

Agriculture I and II.

In the first course the fundamental principles of agriculture are studied. Special attention is given to phases of the subject suitable for use in the elementary school where agriculture is taught, or where nature study is given an agricultural trend.

The second course is a study of horticulture. Ornamental trees, shrubs, vines and flowers, such as are commonly used in California, are given a large share of attention. Outdoor study and lath house work throughout the course.

(I is required, II is elective.) 4 hours a week, each, for one quarter.

Art Courses (formerly Drawing I, II, III).

Art I.

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Exercises in line, dark and light, and color, and their adaption to elementary grades. Use of ink, charcoal, crayons and water color as mediums for developing self-expression.

60 hours

Art II.

Complementary to Art I, having the study of animal and human forms and their use in design emphasized. Blackboard drawing. A short methods course for the last ten lessons.

60 hours.

22 Art III.

Problems in applied design suitable for upper grades. Actual construction of objects, the completion of which calls for wood blocking, stencilling, embroidery, simple cement casting, etc. Papers on design required.

60 hours.

Art IV.

23

Simplified art courses for school and community plays and festivals. Theory of line and color in relation to stage setting and costuming, including tie-dyeing, batiking, and wood blocking.

(Elective.) 30 hours.

Art VA-Home Decoration.

This course gives the principle of spacing, dark and light and color, applied to room planning, wall paper, furniture, rugs and decoration; the study of line, use and style in furniture; the economics of home decoration; visits to shops; specific problems in decorating and furnishing, with budgets.

(Elective.) 30 hours.

Music I, II, III.

These courses provide instruction in the elements of music. They include the study of terminology, key and measure signatures, major

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and minor scales, chromatics, triads, intervals, modulation and transposition. Ear-training and sight-reading are carried through the course. The rote-song, its purpose and method of presentation, will be considered, and a large number of supplementary graded songs will be learned. Music III includes some study of music history, notation and musical forms, and of biographies of great composers with illustrative works from each on the Victrola and the piano player. A careful study of methods, based upon the periods of child development, runs through the course.

Music IV (Special).

This is an abridged course in music methods for grades 1–8. It is open to all students, but only those are eligible for credit who enter with advanced standing in music. No time is given to the study of music as a subject in itself, all attention being devoted to the consideration of methods of presentation adapted to the various grades. Ability to comprehend musically the subject matter under discussion, is prerequisite to credit in this course. It includes study of the problems of:

A. The sensory period-grades 1, 2, 3.

The rote song, treatment of monotones, organized ear training, introduction of eye work (analytic and synthetic methods).

B. The associative period-grades 4, 5, 6.

Organized study of problems of tone, time and theory found in song material studied—e. g., Books Two and Three, California State Textbook; two and three part music.

C. The adolescent period-grades 7, 8.

Organization of girls', boys', and mixed choruses; seating, conducting; the changing voice; teaching the tenor and bass parts; selection of choral material.

D. Brief examination and discussion of series of textbooks most commonly used at this time.

(Elective.) 30 hours, offered only as announced.

Music IA (Coach Class).

A course in the rudiments of music and elementary theory, with daily practice in recognition and singing of rhythmic and tonal figures; study of chromatics, major and minor scales, intervals, practical transposition, correct notation and musical terminology. All problems are approached through both ear and eye experience. No theoretical work is given

without thorough practical application. This course is supplementary to Music IV.

(Elective) 30 hours.

Industrial Art. (Formerly Elementary Manual Training.)

This course deals with those typical forms of industrial art work which are practical in the first six grades. The projects involve weaving and dyeing in textiles and basketry, paper and cardboard construction, including bookbinding, and work in clay and wood. All are given in their relation to other subjects and to man's need in food, shelter, clothing, utensils, tools and records.

60 hours.

Woodwork I.

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The course aims to show the possibilities of woodwork in the elementary grades. Useful objects are made, to teach the elements of wood construction and the care and use of tools. The making of working drawings, suitable designing, reading of blue prints, use of simple wood finishes, and study of the important woods, form an essential part of the course. The place of manual training in the curriculum, simple courses of study and equipment for beginning the work are discussed.

5 hours a week for one quarter.

Woodwork II. Prerequisite: Woodwork I.

The elements of sound cabinet and furniture construction are presented in this course, together with instruction in the techniue of woodworking machinery. Larger and more difficult objects in hardwood are made. Special attention is paid to materials, methods of wood finishing, organization, equipment, and courses of study for grammar grades.

(Elective.) 5 hours a week for one quarter.

Woodwork III. Prerequisite: Woodwork I and II.

An advanced course.

(Elective.) 5 hours a week for one quarter.

Farm Mechanics.

The aim of this course is to give acquaintance with the fundamental tool operations and tools found on the modern farm. It includes work in forging, sheet metal, concrete, carpentry, general repairing, and rope work. Though it will be primarily practical, outside reading and lectures will supplement the shop experience.

(Elective.) 5 hours a week for one quarter.

Mechanical Drawing.

This course, for beginners, is closely related to shop work. Care and use of drawing tools and instruments, lettering, conventions, projections, developments, isometric and perspective drawing, machine details, shop sketching, tracing, and blueprinting are taken up. Abstract problems are eliminated, and all the subject matter is taught in concrete practical problems.

(Elective.) 5 hours a week for three quarters.

Arts and Crafts.

These courses involve copper or brass work, leather work, weaving and basketry, clay modeling and cement casting. Fundamental operations of art metal work and of leather work are taught in the construction of artistic and useful objects in metal and leather. Good design is strongly emphasized. Use and care of tools, course of study, and equipment for the grammar school, are discussed.

(Elective.) Offered in summer quarter only, and only as specially announced.

Applied Sociology.

This course is required of all students, and will be given in the junior division. It will include lectures and readings in social usage, and will deal particularly with woman's relation to society.

I hour a week for one quarter.

Home Economy.

This course is planned to give students a general view of the place of the household in society. It will deal with the administration of the home, and its sanitary, economic, legal and community problems. Emphasis will be placed on management, housing and clothing problems, and the ethics of home making.

4 hours a week for one quarter.

Dietetics and Cookery.

The purpose of this course is to give a working knowledge of the composition and nutritive value of foods, and of the fundamental principles and processes of cookery. Special attention will be given to methods of laboratory work, and the adaptation of such methods to the school.

(Elective.) 120 class hours for one quarter.

Institutional Cookery.

Menus of balanced rations, involving food analysis, will be prepared and served at the noonday lunch. Materials used will be weighed and measured, and the market prices estimated. Card catalogs will be prepared by the student, indicating cost of articles and individual portions. Training in marketing, accounts, dining room supervision and serving will be given.

(Elective.) 120 class hours for one quarter.

Sewing.

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This course is planned especially for teachers of elementary schools. It covers methods of teaching; a general outline suitable for each grade; use of paper patterns; application of hand and machine sewing to undergarments, shirt waists and plain dresses; darning, patching and simple embroidery. Students must provide materials subject to approval of instructor.

(Elective.) 60 class hours for one quarter.

Home Economics in the Rural School.

This course is designed to meet the needs of the teacher in the rural school. Methods of teaching cookery, sewing, sanitation and allied subjects will be presented. Low priced equipments will be studied, and courses which can be given in the one-room school will be suggested.

Laboratory methods.

(Elective.) 3 hours a week for one quarter.

Typewriting I and II.

An elementary course for the student who wishes to learn to type his own outlines, notes, etc., or to gain sufficient familiarity with the machine and a sufficient foundation in the touch method of typing to enable him to take further work in a commercial school. Students entering with previous preparation can be given practice teaching in typewriting in the intermediate school.

(Elective.) 5 hours a week for one or two quarters.

Penmanship.

Methods and practice in the development of good penmanship will be included in this course. It is planned to meet the needs both of students in training for teaching and teachers in service.

(Elective.) 60 hours.

Library Methods.

The immediate aim of this course being direct helpfulness to teachers, it deals but briefly with administrative and technical matters and emphasizes all forms of reference work, such as the use of gazetteers, encyclopedias and dictionaries of special subjects, year-books and almanacs, allusion and phrase books; the value and acquisition of government documents; the making of bibliographies on current topics, and the selection of periodicals.

The course will also cover: (1) The Dewey system of classification; (2) the history of the greatest six or eight libraries of the world; (3) children's supplementary reading; (4) the mending and care of books, with choice of editions.

(Elective.) 5 hours a week for one quarter.

Training School Curriculum.

The training school curriculum, with daily programs, statement of evaluation of subjects, etc., is in process of construction, and will be issued during the forthcoming year. It is sufficient to say, here, that the training school is organized as an elementary school of six grades, followed by an intermediate school of the seventh and eighth grades. The training school, as a laboratory of practice teaching, furnishes facilities for:

- 1. Model and demonstration lessons.
- 2. Practice and training in teaching elementary school subjects.
- 3. Half-day practice in teaching and managing a room of one grade, or of several grades, for one quarter-year.

* * * *

SPECIAL COURSES: SUMMER SESSION OF 1919.

Child Welfare and Development.

The object of this course is to bring to the attention of parents and teachers the findings of recent researches in child welfare and development. Three periods of development—infancy, childhood and adolescence, with their respective phases, and the problems of both school and home treatment of these phases—will be discussed, with particular reference to the unity of the physical, mental and moral life of the child, and the proper development of the child through scientific physical, mental and moral care.

(Elective.) 30 hours.

Home Management.

This course will deal with household management as a practical art and a trained profession. It will consider the home plant as a highly specialized industry requiring expert business ability, and will include among its factors of study fundamental principles of household finance, such as apportionment of income through the family budget, maintenance expenses, purchase of food and clothing, savings and methods of saving.

The household working equipment, system, service and cultural wants will receive attention.

(Elective.) 30 hours.

Statistical Methods.

School superintendents, supervising principals and principals of school buildings who wish to make an elementary but thorough study of statistical methods in school work will find this course very helpful, particularly because it will be presented from a consideration of the needs of the school officer rather than those of the professional statistician. The uses of statistics in revealing the development of pupils and teachers, the rating of pupils and teachers, etc., together with statistical methods of presenting school situations and problems to school boards and to the public, will be presented and illustrated.

(Elective.) 60 hours.

Moral Education.

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In this course the problem of moral education in the school is discussed with a view to the development of a procedure that is self-consistent and well balanced as to both incidental and direct instruction. Practical methods of teaching civic duty, patriotism and international ethics will be developed, from the point of view of making school life an adequate preparation for democracy.

(Elective.) 30 hours.

Principles of Supervision.

The courses in moral education, educational statistics and principles of supervision are planned to meet the needs of supervising principals and principals of schools who may wish to spend the summer session in study and class discussion of their particular problems in school administration. Some attention will be paid to methods of selection of teachers; more to the matter of development of teachers in service through supervision. The course presumes an adequate presentation and discussion of the important features of the business of administering a school.

(Elective.) 30 hours.

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The New Map of Europe.

This course will deal with Poland, Ukraine, Czechoslovakia, the country of the Yugoslavs and Finland in regard to their former and present boundaries, economic resources, and the manners and customs of the people, and with the arrangements that may result from the peace conference.

(Elective.) 30 hours.

Geography IA.

This course will deal with the method of teaching geography in the third, fourth, fifth and sixth grades. The third grade material deals with child life in other lands, the fourth grade with local and United States geography, the fifth grade with South America and Asia, and the sixth grade with Europe.

(Elective.) 30 hours.

Basketry.

This course covers basket making in raffia, reed and native materials, showing in the raffia the following stitches: lazy squaw, knot or tie, figure eight, wheat and fern; and, in the reed, weaving with one, two or more weaves and methods of forming basket shapes.

(Elective.) 60 hours.

Clay Modeling and Cement Casting.

This course covers the methods of building and decorating pottery, tiles, book ends, etc.; of mold making and easting in cement; of coloring in cement.

(Elective.) 60 hours.

Weaving.

This course includes textile and bead weaving. Complete instruction is given in the elementary principles of dyeing, warping and threading of looms, in plain weaving, two treadle weaving, four treadle pattern weaving, embroidery or darning in, hooked pattern and raised work.

(Elective.) 60 hours

ROSTER OF STUDENTS.

GRADUATES FROM AUGUST 9, 1918, TO APRIL 4, 1919.

Arnett, Zeola BelleOntario
Austin, MarjorieChula Vista
Borden, Elizabeth EmilyOceanside
Cavana, BlanchePortland, Ore.
Claydon, Cecyl MarieSan Diego
Cochran, Velma CatherineSan Diego
Ferbitz, Mrs. Emma CNational City
Fouts, GladysWinslow, Ariz.
Gardiner, Evelyn Louise_Pacific Beach
Garton, Hannah MaePhoenix, Ariz.
Harned, ElsieSan Diego

Hellwig, Adelaide BLos A	ngeles
Hoffman, Mrs. Rowena_Carlsbad,	
Kindler, Louise DSan	Diego
Landis, Mrs. Estella C San	
Leopold, Mrs. MargaretSan	
Minson, Juliet IsabelSan	
Morgan, Maude Leone()range
Phelps, Mrs. Faye LittellSan	
Shaw, Esther MillerSan	
Watrous, Mary ElizabethSan	Diego

JUNIORS.

Arnett, Ruby	Ontario
Arnett, Ruby Beckwith, Grace	Escondido
Bone, Grace	San Diego
Brewer, Mariorie	El Centro
Bruning, Pleasant	San Diego
Bryant, Deborah	Ontario
Butts, Hazel	Elida, N. M.
Bone, Grace Brewer, Marjorie Bruning, Pleasant Bryant, Deborah Butts, Hazel Champion, Esther Chancey, Lula L.	San Diego
Chancey, Lula L.	Bishee, Ariz.
Clayton, Muriel	San Diego
Clayton, Muriel Click, Mildred	San Bernardino
Coghlan Anna Marie	San Diego
Coghlan, Anna Marie Comer, Mrs. Maude	New Mexico
Contreras, Mrs. Maria_	San Diego
Edwards, Helene P	San Diego
Ellis Mariorie	Santa Ana
Ellis, MarjorieEverly, Mrs. Nest H	San Diego
Felts, Mrs. Janet E	Lemon Cove
Ferry, Mabel	
Fox Margaret	San Diego
Fox, Margaret Freshman, May	Danver Colo
Gannon, Pansy	San Diago
Coorgin Mrs May	Son Diogo
Georgia, Mrs. May Guadagnini, Luigina Hall, Irene	San Diego
Hall Tropo	Namanatla Ma
Haubrich Inc.	Newcastie, Me.
Haubrich, Inez Haubrich, Lucille Heldring, Athalie Eliza Henderson, Edith	Craig, Colo.
Haldwin Adhalia Eli	Craig, Colo.
Heldring, Athane Eliza	betnSan Diego
Henderson, Edith	San Diego
Hensel, Florence	San Diego
Hitchcock, Mary	San Diego
Jones, Mary S	San Diego
Jones, Mary S	Lewis, Iowa
Jones, Thelma	Grossmont

King, RachelKnudtson, Mildred	Chula Vista
Knudtson, Mildred	La Mesa
Legge, Helen	San Dievo
Lewis, Dorothy	San Diego
Lidengton, Geneva	San Diego
McCarthy, Clare	La Mesa
Marks Alma	Tulian
Marks, Alma Miner, Effie	San Diego
Morgan, Mrs. Ida	San Diego
Mouser, Evelyn	San Diego
Nashitt Nellie	Santee
Nesbitt, NellieNicholls, Luella	San Diego
O'Neel Katherine	San Diego
Nicholls, Luella O'Neal, Katherine Palomares, Raphaelita Pannell, Lucy Parmateer, Wilma Peck, Bess Perkins, Martha Perman, Pearl Poole, Dorothy Reed Mrs Daisy	I a Vorno
Pannoll Tuor	Econdido
Powerton Wilms	San Diago
Darla Dara	San Diego
Danleine Mantha	San Diego
Perkins, Martina	Charle Wister
Perman, Pearl	National City
Poole, Dorothy	National City
Reed, Mrs. Daisy	San Diego
Rivers, Mrs. Lillian Black	San Diego
Reed, Mrs. Daisy Rivers, Mrs. Lillian Black Roy, Ipanniah Sargent, Edith Schutte, Martha W.	San Diego
Sargent, Edith	San Diego
Schutte, Martha W	Lakeside
Sneidon, Kuby	La verne
Sheppherd, Fannie	San Jacinto
Smale, Mrs. Adele	San Diego
Smith, Katherine Taylor, Irene Torstenson, Elna Es	San Diego
Taylor, Irene	National City
Torstenson, ElnaE	ast San Diego
Waters, Gwendolen	Chula Vista
Wenrich Mrs Bessie	San Diego
Westlund, Katarina	San Diego
Westlund, Katarina Wolfe, Estelle	San Diego

SENIORS.

Adair, Myra	San Diego	Inwood, Marion
Akeley Zilda	San Diego	Johnson, Cora
Akeley, ZildaAmes, Marjorie	National City	
Angle Flizabeth	Willcox Vriz	Keeney, Ellen
Railey Mary	Coronado	Kirk, Bessie
Angle, Elizabeth Bailey, Mary Bevans, Mrs. Hazel_	Portland Ore	Knapp, Beatrice
Bond, Miriam Bradbury, Bettie Bradley, Ethel	Solomonville Ariz	Kynoch, Ethel
Bradbury Bettie	Feondido	Lunt, Mrs. Ulah
Bradley Ethel	National City	Lutes, Edna
Bradshaw, Elsie	San Diego	McBride, Esther
Brooksbank, Irma	Springfold Mo	McRoberts, Elizabe
Brown, Lila M	Tos Angeles	Macpherson, Marjo
Brown, Mrs. Nina	Caranada	Marshall, Angela
Carlson, Florence	Disconside	Miller, Louise
Carlson, Florence	Kiverside	
Carpenter, LauraChase, Dorothy	San Diego	Moore, Frances Moore, Mrs. Virgi
Cathana Daka	San Diego	Otto, Myrtle
Colbern, Reba Crane, Frankie Irene	Controlla	Poto, Myrtie
Crane, Frankie Irene	Santa Ana	Pate, Mrs. Gertrue Paul, Beulah
Crane, Lila	Santa Ana	Distant Manual
Crawford, Rebecca Crutchfield, Alice	Pomona	Philow, Maud
Crutchneld, Alice	Long Beach	Rogers, Bess
Cuip, Rebekan	Escondido	Rolfe, Mrs. Marga
Culp, Rebekah Dale, Holly Day, Marguerite	Santa Ana	Ross, Mrs. Munn
Day, Marguerite	Winslow, Ariz.	Salisbury, Gladys
Doddridge, Gladys	San Diego	Schnack, Esther
Dozier, Mrs. Alberta Duff, Mildred Dula, Mabel	Susanyille	Sharman, Mrs. H.
Dun, Milarea	lone	Simmons, Marguer Smith, Wilma
Dula, Mabel	San Diego	Smith, Wilma
Eddy, Sara Fallon, Mrs. Minnie-Fleming, Mabel Foster, Cornelia	Elsinore	Snyder, Marion
Fallon, Mrs. Minnie.	San Diego	Sparks, Florence
Fleming, Mabel	Fallbrook	Spileman, Hazel
Foster, Cornelia	San Diego	Stead, Daisy
Fox, Angie George, Bessie	San Diego	Thoren, Edna
George, Bessie	Somerton, Ariz.	Tinker, Mrs. Lotta
Hahn, Marie	San Diego	Tracy, Bessie
Hall, Elizabeth		Tuckey, Lois
Hall, Victorinne	San Diego	Van Horne, Lucile
Harding, Emma Hatch, Dorothy	San Diego	Waggoner, Margue Walter, Elizabeth
Hatch, Dorothy	Escondido	Walter, Elizabeth.
Hilliard, Irene Hinkle, Mildred	Shelley, Idaho	Webster, Pauline
Hinkle, Mildred	Pacific Beach	Wheaton, Dorothy
Holloway, Mrs. Laura	Fort Worth, Tex.	Wilder, Ruth

Inwood, Marion	Los Angeles
Johnson, Cora Keeney, Ellen Kirk, Bessie Knapp, Beatrice Kynoch, Ethel Lunt, Mrs. Ulah	San Diego
Keeney, Ellen	San Diego
Kirk, Bessie	San Diego
Knapp, Beatrice	San Diego
Kynoch, Ethel	Thica
Lunt. Mrs. Ulah	San Diego
Lutes, Edna	San Diego
McBride, Esther	Pima Ariz
Machherson Mariorie B	San Diego
Marshall, Angela	Phoenix Ariz
Miller, Louise	San Diego
Moore, Frances	San Diego
Moore, Mrs. Virginia	Los Angeles
Otto, Myrtle	San Diego
Pate, Mrs. Gertrude	San Diego
Paul, Beulah	Redlands
Philow, Maud	San Diego
McRoberts, Elizabeth Macpherson, Marjorie B. Marshall, Angela Miller, Louise Moore, Frances Moore, Mrs. Virginia Otto, Myrtle Pate, Mrs. Gertrude Paul, Beulah Philow, Maud Rogers, Bess Roffe, Mrs. Margaret Ross, Mrs. Munn Salisbury, Gladys	Cananea, Mex.
Rolfe, Mrs. Margaret	San Diego
Ross, Mrs. Munn	San Diego
Salisbury, Gladys	San Diego
Schnack, Esther	Lscondido
Snarman, Mrs. H	San Diego
Schnack, Esther Sharman, Mrs. HSimmons, MargueriteSmith, Wilma	L amali Amin
Snyder, Marion	San Diego
Sparks Florence	San Diego
Spileman Hazel	San Diego
Sparks, Florence	Spring Valley
Thoren Edna	San Diego
Tinker, Mrs. Lotta	Ukiah
Tinker, Mrs. LottaBlracy, BessieBlrackey, LoisBlrackey, Lois	uefield, W. Va.
Tuckey, Lois	Phoenix, Ariz.
Van Horne Lucile	Chula Vista
Waggoner, Marguerite	San Jacinto
Waggoner, Marguerite Walter, Elizabeth Webster, Pauline	La Mesa
Webster, Pauline	San Diego
Wheaton, Dorothy	San Diego
Wilder, Ruth	San Diego

SPECIAL STUDENTS.

Bliss, Mrs. W. F.
Bowlby, Mrs. Margaret
Cooley, Mrs. Earl
Dickinson, Mrs. L.
Dodge, Mrs. II. C.
Eldred, Evaline
Ely, Mary
Ervin, Mrs. Mary
Fabling, Mrs.
Fitzpatrick, Rose
Fraser, Mrs. D. A.
Gardner, Mrs. T. M.
Gose, Mrs. E. B.
Haas, Mrs. Theodore
Harvey, Flora B.
Hitchcock, Mary
Hitchcock, Mrs. Merrill
Howes, Mrs. F.
Howes, Virginia
Kendall, Mrs. E. I.
Latimer, Mrs. E. W.
Lawrence, F. M.

McNemar, Mrs. I.eda A.
Marvin, Mrs. F. O.
Mayes, Mrs. J. T.
Mock, Mrs. Lola
Mosk, Mrs. Bertha
Moynahan, Mrs. Ollie
Nash, Mary
Norton, Mr. W. W.
O'Brien, Mrs. J. T.
Parmateer, Mrs. Anna
Peckham, Mrs. Leda M.
Reed, Mrs. Mary A.
Reid, Mrs. Alma
Robbins, Mrs. Marian
Ruggles, Ida M.
Shelton, Mrs. C. C.
Shields, Florence
Skilling, Mrs. W. T.
Snyder, Mrs. A. D.
Tillman, Mrs. Frank
Tracy, Mrs. Emma

ARTS AND CRAFTS-SHORT COURSE.

Abbott, Mrs. Wm. G.
Aitken, Mrs. H.
Bergundthal, Mrs. Kate
Boulet, Mrs. Anna
Clark, Mrs. W. L.
Click, Myrtle
Craig, Mrs. Helen
Davis, Mrs. D. J.
DeWitt, Mrs. R.
Dow, Mrs. Joseph
Glascock, Margaret
Grubel, Daisy
Jepsen, Mr. H. P.

Jones, Alice M.
La Parte, Mrs. J. C.
McFetridge, Mrs. W. H.
Millar; Floryne
Morin, Sue
Newton, Lucy
Patrick, Effie E.
Scovel, Mrs. J. W.
Seymour, Mrs. Ida
Southwick, S. F.
Treggarth, Mrs. J. G.
Walters, Mrs. Richard
Young, Mrs. W. E.

OCCUPATIONAL THERAPY.

Chadwick, Winifred Christian, Mrs. Myrtle Ernsting, Viola Farr, Mrs. Winifred Fetherston, Florence Flint, Margaret F. Lyford, Margaret Ofstad, Enga O. Owens, Katherine F. Pauly, L. Myra Prentice, Mrs. Hannah V. Robe. Margaret

RECAPITULATION.

(Of date April 10, 1919.)

Graduates, August 9, 1918. Graduates, December, 1918, and April, 1919.	19 21	
Total graduates		40
Summer session, 1918:		
Graduates	19 93	
Students from other normal schools		
Teachers in serviceSpecial students		
Total, summer session		347
Juniors, September 16, 1918, to April 10, 1919 Seniors, September 16, 1918, to April 10, 1919	70 83	
Total, regular students, September 16 to April 10		153
Special students, September 16 to April 10		43
Short course (arts and crafts)		26 12
Total		621
Counted twice		73
Net enrollment, 1918-1919		548
Net enrollment, regular studentsNet enrollment, other students	215	
		548











STATE NORMAL SCHOOL OF SAN DIEGO VOLUME EIGHT BULLETIN NUMBER 1

APRIL, 1920

CATALOG FOR 1919-1920

AND COLLEGIATE COURSES

FOR

1920-1921

JAN

SUMMER QUARTER

TERM I—JUNE 28 TO AUGUST 6
(SIX WEEKS)

TERM II—AUGUST 9 TO SEPTEMBER 3
(FOUR WEEKS)

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STATE NORMAL SCHOOL OF SAN DIEGO VOLUME EIGHT BULLETIN NUMBER 1

APRIL, 1920

CATALOG

AND

CIRCULAR OF INFORMATION



PUBLISHED QUARTERLY BY THE STATE NORMAL SCHOOL OF SAN DIEGO
SAN DIEGO, CALIFORNIA

Entered as second-class matter, April 15, 1913, at the post office, San Diego, California, under the Act of August 24, 1912.

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FLORENCE L. SMITH Class Supervisor
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CHARLES L. FISK Assistant Janitor
C. R. McLAUGHLIN Engineer
MARTIN ROTH Head Gardener
OTTO YOUNG Assistant Gardener

GEORGE GEARHARD - - - Assistant Gardener

T. A. WIER - -

CALENDAR OF CONTINUOUS SESSIONS.

1920-1921.

Quarter	Dates	Character of session
I	Term 1—	
	Monday, June 28, to Friday, August 6 (6 weeks)	Regular-Training school in session.
	Term 2— Monday, August 9, to Friday, Septem-	77
	ber 3 (4 weeks)(Vacation of one week)	For students of advanced standing only—Training school not in session.
II	Monday, September 13, to Friday, December 10 (13 weeks)(Vacation of two weeks)	Regular—Training school in session.
III	Monday, December 27, to Friday, March 25 (13 weeks)	Regular—Training school in session.
IV	(Vacation of one week) Monday, April 4, to Friday, June 17 (11 weeks)	Regular—Training school in session.

1921-1922.

Quarter	Dates	Character of session
I	Term 1— Monday, June 27, to Friday, August 5 (6 weeks). Term 2— Monday, August 8, to Friday, September 2 (4 weeks).	
II	(Vacation of one week) Monday, September 12, to Friday, December 9 (13 weeks).	Note.—Announcement of the arrangements for the year 1921-1922 will be made in the bulletin of
III	(Vacation of two weeks) Tuesday, December 27, to Friday, March 24 (13 weeks). (Vacation of one week)	April, 1921.
IV	Monday, April 3, to Friday, June 16 (11 weeks).	

FACULTY.

- EDWARD L. HARDY, PRESIDENT - School Administration

 B.L., University of Wisconsin; graduate student, University of Chicago; study of European secondary schools, 1898-1899; Principal San Diego High School, 1906-1910. (Appointed September 1, 1910.)
- W. F. BLISS, VICE PRESIDENT History and Social Economics

 B.S., Mount Union; B.L., M.L., University of California; Superintendent of Schools, Rochester, Pa.; Supervising Principal, Colton, Cal.; Vice Principal, High School, Santa Barbara, Cal.; Teaching Fellow in History, University of California. (Appointed September, 1900.)
- MRS. ADA HUGHES COLDWELL, DEAN OF WOMEN Head Department of Household Economics

Special study, Europe, 1899-1900; Special Student in Domestic Science, Teachers' College, Columbia University, New York City, 1907. (Appointed June, 1907.)

MIRIAM E. BESLEY - - - - Director of Education

Ph.B., A.M., Wellesley College and University of Chicago; Superintendent

City Schools, Waukegan, Ill.; study of English and European elementary schools, 1902-1903; special investigator of vocational guidance and prevocational education, Chicago, 1911-1913. (Appointed September 1, 1913.)

- CAROLINE I. TOWNSEND - Assistant Director of Education

 Ph.B., University of Chicago; Indianapolis Normal School; Teachers' College,
 Columbia University; teacher of primary reading and literature in the public
 schools of Indianapolis and Tacoma. (Appointed July 1, 1913.)
- MRS. GERTRUDE SUMPTION BELL - -

Assistant Director of Education

A.B., Indiana University; graduate Indiana State Normal School; research work, Clark University; assistant in education and director of practice teaching, University of Colorado; state institute lecturer, Montana; instructor, School of Education, Indiana University. (Appointed August 1, 1916.)

MARY BENTON - - - - Head Department of Fine Arts
Student at Rosemont Dezaley, Lausanne, Switzerland; at Chicago Art
Institute; at New York School of Art; pupil of W. J. Whittemore, of New

Institute; at New York School of Art; pupil of W. J. Whittemore, of New York; pupil of Mrs. Butterworth, of New York; instructor, State Normal School of San Diego. (Appointed July 1, 1916.)

- MARY M. BOWER - - Assistant Physical Education
 Graduate State Normal School of San Diego. (Appointed October 1, 1917.)
- VINNIE B. CLARK - - Geography

A.B., University of Wisconsin; graduate student, University of Chicago; assistant in geography, University of Wisconsin; Oak Park, Ill., High School, 1913-1914. (Appointed September 1, 1914.)

GEO	RGIA	V.	CO	Y	-	4,		Biolog	y a	nd P	hysic	al Ed	ucatio	n
	Gradua	ite	San I	Diego	Norm	al	School;	teacher	in S	an D	iego (County	schoo	ls,
	1909-19	10;	B.S.	, Colu	mbia	Un	iversity;	bachelo:	r's te	achin	g diple	oma in	biolog	gу,
	Teache	rs'	Colle	ege, C	Columb	ia	Univers	ity; gra	duate	e wor	k at	Unive	rsity	of
	Califor	nia	1915	5. (A	ppoint	ed	Septeml	ber 1, 19	912.)					

- GERTRUDE LAWS - - Class Management
 Graduate State Normal School, San Diego; departmental teacher, city schools
 of San Diego. (Appointed September 1, 1913.)
- BEULAH MARKER - - Assistant Fine Arts

 B.S., Columbia University; Teachers' College diploma; graduate of Los

 Angeles State Normal School, with general professional and special art
 diplomas; assistant in Fine Arts Department, Teachers' College, Columbia
 University, 1918-1919. (Appointed July 1, 1919.)
- CHESLEY MILLS - - Training School Orchestra

 Violin training in San Francisco under Max Fleishman, later under Gustav
 Pringnitz and Wenzel Kopta; has held the following among other positions:
 First violin, Atlanta Symphony Orchestra, Atlanta, Georgia; director of
 Symphony Orchestra, San Diego, two seasons. (Appointed January 1, 1919.)
- GLADYS NEVENZEL, - Assistant Home Economics
 Graduate Throop Polytechnic Institute; teacher of Home Economics, Los
 Angeles city schools. (Appointed October 1, 1917.)
- IRVING E. OUTCALT - Head Department of English
 A.B., Stanford University, 1896; A.M., 1897, University of Illinois; Head
 Department of English, San Diego High School, 1907-1911. (Appointed September 1, 1912.)
- CHARLES R. SCUDDER - - Industrial Arts

 Preparation at University of Illinois; teacher of industrial work at Grand
 Rapids, Michigan, and director of industrial arts at Washington State Normal
 school at Bellingham. (Appointed September 1, 1918.)
- W. T. SKILLING - - Agriculture and Nature Study
 State Normal School, Los Angeles, Cal.; M.S., University of California;
 Teacher in public schools, Los Angeles, Cal., several years; Assistant in
 Physics, University of California, 1899-1901. (Appointed September, 1901.)
- FLORENCE L. SMITH - - - ENGLISH

 A.B., Northwestern University; Critic Teacher, State Normal School at
 Oshkosh, Wisconsin. (Appointed July 1, 1917.)
- DOROTHY F. SNAVELY - - Music

 Graduate Northwestern University, School of Music; assistant Department of Public School Music, Northwestern University, summer session, 1916; supervisor of music, Little Falls, Minnesota, 1916-1917; teacher of Public School Music, University of California, summer session, 1917. (Appointed September 15, 1917.)

JESSIE RAND TANNER - Head Department of Physical Education Graduate Boston Normal School of Gymnastics; B.S., Columbia University; Bachelor's Teaching Diploma, Teachers' College, Columbia University; Tutor, Brookline, Mass., 1901-1902. (Appointed July, 1904.)

SPECIAL LECTURERS.

- H. C. JOHNSON - - - School Supervision Superintendent City Schools, San Diego.
- A. P. SHIBLEY - - Rural School Problems
 Superintendent Schools, Imperial County.
- J. L. STOCKTON, M.A. - - Statistical Methods
 Principal Training School, State Normal School of San Jose.
- ROSALIE GERIG EDWARDS, M.A. - - Spanish Instructor in Spanish, San Diego Junior College; Instructor in Spanish, University of California, Summer Session of 1919.

LECTURERS FOR THE COLLEGIATE COURSE.

(Offered, October, 1919, to May, 1920, to candidates for the intermediate school certificate.)

- EDWARD L. HARDY, B.L. Political History of the United States
 President of the School.
- W. F. BLISS, M.L. Political History of the United States
 Vice President of the School.
- IRVING E. OUTCALT, M.A. Literature: A Review of Masterpieces
 Head Dept. English.
- MIRIAM A. BESLEY, M.A. - - Mathematics
 Director of Education.
- WILLIAM T. SKILLING, M.A. - - Agriculture
 Instructor in Agriculture.
- VINNIE B. CLARK, A.B. - - - Physiography Instructor in Geography.
- GEORGIA V. COY, B.S. - - Physiology and Hygiene Instructor in Biology.
- ADA HUGHES COLDWELL - - Dietetics
 Dean of Women.
- CHARLES R. SCUDDER - Industrial Arts (Woodwork)
 Head Dept. Industrial Arts.

(For the courses of 1920 1921, see pp. 39-42.)

SUMMER QUARTER.

CONCERNING REGISTRATION.

Since the capacity of the school's classrooms and laboratories limits enrollment to 400, and since the professional character of the summer quarter should be guaranteed, students will be enrolled as follows:

First-From the San Diego State Normal SchoolApril	1	to	June 11
Second-From other California Normal SchoolsApril	1	to	June 11
Third—California teachersApril	1	to	June 26
Fourth-Teachers from other statesApril	1	to	June 26
Fifth—Special students April	1	to	Tune 26

Teachers from other states and special students who register, will be notified on or before June 11, should it be necessary to close registration at that date. A deposit of \$1.00, to be returned to all registrants notified on or before June 11 that the lists have been closed, is required.

Registration may be made by mail, or at the Registrar's office.

For the courses of study, requirements for admission, and other details, see the announcement below.

Term I, six weeks. Term II, four weeks.

During Term I, and throughout Quarters 2, 3 and 4, the regular 30, 60 and 120-hour courses of the professional curriculum will be offered, and the model and training school will be in session. During Term II, regular academic professional work will be given, the students being divided into small groups to do work somewhat along the lines both of the seminar and of tutoring in courses in pedagogy.

Term I is planned to be equally available to regular students, to students of advanced standing and to teachers in service. For the benefit of the latter class, specialists in methods, both upper grade and primary, in pedagogy and psychology, including standardization, tests, etc., will give courses, supplemented by model and demonstration lessons in the training school. These courses include nearly all of the regular and elective courses offered at any time. Special lectures on literature and art, and on civic, social and allied topics will be given. The regular athletic activities of the school, including rowing, will be maintained.

N.B.—There are no tuition fees, and laboratory and other fees are nominal. All ordinary supplies and the state texts are furnished free. The Associated Student Body fee, for those attending in the summer quarter only, is \$1.00.

THE PROGRAM FOR THE SUMMER QUARTER.

Term I, June 28 to August 6, 1920.

Class work should begin promptly on Monday, June 28, and registrants should report Friday and Saturday, June 25 and 26, to make out their programs. The courses will be arranged on the following time schedule:

Period	Monday	Tues., Wed., Thurs., Fri.	Period	Monday	Tues., Wed., Thurs., Fri.
I	8:00-8:45	8:00-8:50	▼ .	Assembly 11:20-12:15	Conferences and demonstrations 11:45-12:15
II	8:50-9:35	8:55-9:45	Inter- mission	12:15–12:55	12:15-12:55
III	9:40-10:25	9:50-10:40	VI	1:00-1:50	1:00-1:50
IV	10:30-11:15	10:45-11:35	ΔII	1:55-2:45	1:55-2:45

Note: One post-session class in contemporary history, open to all, 3:00-4:00 daily.

Schedules of classes, arranged by periods and by groups, will be found on the following pages, so that students can, if they wish to do so, arrange their programs before registration. While these schedules will be followed as closely as possible, the school reserves the right to change them.

Observation of Teaching and Demonstrations.

Teachers in service and others interested will find, on examination of the summer session program, that it has been arranged with particular reference to the needs of the class room teacher. In practically every time section in every course in pedagogy, free periods have been arranged during the training school sessions so that teachers can visit the regular class work of the training school. Eight groups of children, representing the first six grades of the elementary school and the seventh and eighth grades of the intermediate school, will carry on the regular work of the training school curriculum under the instruction of the regular class supervisors. Abundant illustration of the problem-project method, of school assemblies and of the use of group tests and measurements, will be arranged.

SCHEDULE OF COURSES.

Note.—The numbers refer to the descriptions of the courses—see pp. 26, 44.

Courses marked with the asterisk (*) are continued in the next period.

Subject	Number of course	Instructor
Period I-8:00-8:50 (Mon. 8:00-8:45):		
Education I.B. (daily)	2	Mrs. Bell.
Education IV.B. (M., T., W., T.)	7	Miss Laws.
*El. Ind. Arts (daily)	25	Mrs. Valentien.
School Athleties	13	Miss Bower.
*Woodwork I (daily)	23	Mr. Scudder.
Penmanship (daily)	29	Miss Smith.
Rural School Physical Training (daily)	42	Miss Tanner.
reriod II—8:55-9:45 (Mon. 8:50-9:35):		
*Education II.B. (T., W., Th., F.)	4	Mrs. Bell.
Education VI. (M., T., Th., F.)	8	Mr. Stockton.
Ind. Arts (continued) (daily)	25	Mrs. Valentien.
Folk Dancing (daily)	15	Miss Coy.
Geo. of Europe (Sec. I) (daily)	30	Miss Clark.
Music IV. (M., T., W., Th.)	38	Miss Snavely.
Woodwork I. (continued) (daily)	23	Mr. Scudder.
eriod III—9:50-10:40 (Mon. 9:40-10:25):		
*Social Economics (daily)	17	Mr. Bliss.
Arith. MethPrim. (T., W., Th., F.)	40	Miss Besley.
Ed. II.B. (continued) (M., W., Th., F.)	4	Mrs. Bell.
Ed. VII. (M., T., Th., F.)	9	Mr. Stockton.
*Home Making (daily)		Mrs. Coldwell.
*Art III. (daily)		Miss Marker.
Adv. Games (M., W., F.)		Miss Tanner.
Prim. Games (T. and Th.)	11	Miss Coy.
GeogMeth. (M., T., W., Th.)	37	Miss Clark.
*Music I. (T., W., Th., F.)		Miss Snavely.
*Woodwork II. (daily)	24	Mr. Scudder.
eriod IV—10:45-11:35 (Mon. 10:30-11:15): Social Economics (continued) (daily)	17	Mr. Dline
Ed. I.A. (T., W., Th., F.)	1	Mr. Bliss.
Ed. VIII. (M., W., Th., F.)	10	Miss Besley.
Ed. VIII. (M., W., Th., F.)	6	Mrs. Bell.
Home Making (continued) (M., W., F.)		Mr. Stockton.
Agric. Nature Study (daily)	19A	Mrs. Coldwell.
Art III. (continued) (daily)	19A 21	Mr. Skilling,
Theory and Prac. Phys. Ed. (daily)		Miss Marker.
Music I. (continued) (T., W., Th., F.)	14 22	Miss Tanner.
Woodwork II. (continued) (daily)	2Z 2A	Miss Snavely.
Adv. Spanish (daily)	32	Mr. Scudder. Mrs. Edwards.
eriod V-11:45-12:15 (Mon. omitted):		
Eng. MethConf. (T., W., Th., F.)	33	Mr. Outcalt.
Spanish-Meth. (T., W., Th., F.)	39	Mrs. Edwards.
Penmanship-Meth. (T., W., Th.)	43	Miss Smith.

NOON INTERMISSION-12:15-12:55

Subject	Number of course	Instructor
Period VI-1:00-1:50 (daily):		
*School Law (daily)	5	Mr. Hardy.
Arith. Meth.—Upper Grades (daily)		Miss Besley.
*Ed. II.A. (daily)		Miss Townsend
*Literature IV. (daily)		Mr. Outcalt.
*Sewing (daily)		Mrs. Coldwell.
*Agriculture I. and II. (daily)		Mr. Skilling.
*Art I. (daily)		Miss Marker.
Geog. of Europe (Sec. 2) (daily)		Miss Clark.
Typing I. (daily)		Miss Adams.
*Spanish I. (daily)	31	Mrs. Edwards.
Period VII-1:55-2:45 (daily):		35 00 1
School Law (continued) (M., W., F.)		Mr. Hardy.
Ed. II.A. (continued) (daily)		Miss Townsend.
Literature IV. (continued) (daily)	16 27	Mr. Outcalt. Mrs. Coldwell.
Sewing (continued) (T. and Th.)		Mr. Skilling.
Agriculture I. and II. (continued) (daily)Art I. (continued) (daily)		Miss Marker
Typing II. (daily)		Miss Adams.
Spanish I. (continued) (daily)		Mrs. Edwards.
opanish is (continuous (uaily)	01	mans. 130 Words.
Post-session Period-3:00-4:00:		
College History (daily)	18	Mr. Bliss.

COURSES AVAILABLE FOR COLLEGE CREDIT.

Offered in Term I, June 28-August 6, 1920.

(For the courses offered in Quarters II, III, IV, see p. 21.)

Subject	Number of course	Period	Credit*
Geography IV. Social Economics Spanish—Advanced Literature IV. Spanish—Beginning Contemporary History	30 17 32 16 31 18	II. (and VI.) II. and III. IV. VI. and VII. VI. and VII. 3:00-4:00 P.M.	1.5 3.0 1.5 3.0 3.0 2.0

^{*}Semester hours.

NOTE: The courses in pedagogy and many of the special courses in subject matter are also available for college credit in the courses in education leading to the degree of B.S. in Science.

PROGRAM OF THE TRAINING SCHOOL CURRICULUM.

The training school will be in session throughout the period of Term I (June 28-August 6), and will be open for observation of the regular class work of the eight grades of the elementary school from 9.00 A.M., to 12.00 M. daily, with frequent special demonstrations arranged for the special conference and demonstration period (Period V, 11.45 A.M. to 12.15 P.M.) in addition. Because of this arrangement, practice teachings can not be offered in the summer session to candidates for the diploma of the normal school.

PROGRAM OF COURSES-TERM II.

Term II: August 9 to September 3, (4 weeks).

During this term, a limited number of teachers and students of advanced standing will be programmed for an extension of the work in Term I, in the following seminars:

Seminar I.— 9.00-10.00—Mrs. Bell ___ Pedagogy of language subjects
Seminar II.—10.00-11.00—Mr. Stockton_ Educational measurements
Seminar III.—11.00-12.00—Mr. Bliss____ United States History in Its World
Setting

The work of these seminars, while largely individual in type, will include reports and discussions. The library of the school is well stocked with materials for the subjects outlined.

N. B.—The summer quarter programs will be followed as printed as closely as possible, but the school reserves the right to change them, if necessary.

ENTRANCE REQUIREMENTS FOR HIGH SCHOOL GRADUATES.

Recommendation: Entrants must have general recommendation of university entrance standard, and must be graduates who have completed at least fifteen units of work. A unit of work is defined as a course of study taken for one year of not less than thirty-six weeks for five full periods a week, or, in the case of a laboratory subject, for at least eight periods a week. Fractions of units may be accepted and counted.

Entrance Requirements: Examinations are not required, for the reason that entering students are obliged to take courses for teacher-training in arithmetic, geography, English, pedagogy, physical education, etc., as listed below. Students who have not taken in high school the subjects required by the rules of the State Board of Education, can usually arrange to take them at the normal school. Such students should, however, submit their cases to the registrar for review before they present themselves for admission.

Subjects prescribed as prerequisite to admission are listed in the State Board of Education regulations, which are kept on file in the office of California high school principals, or can be secured from the Commissioner of Secondary Schools, at Sacramento, California.

Of the so-called special subjects, the State Normal School of San Diego accepts, in units, not more than two each in manual training, drawing, music, and household arts, and not more than one each in typewriting, stenography, and bookkeeping. The principal's general recommendation must be supplemented by specific recommendation as to the personality, character and health of the applicant, with particular reference to teaching.

Dates for Matriculation: High school graduates will be received at the beginning of the summer, autumn, winter and spring quarters. They should report at least one day before the opening date (see calendar).

ENTRANCE REQUIREMENTS FOR COLLEGIATE COURSES.

Entrants must meet the same requirements as those set forth above. The courses offered are available for college credit, and include the subjects required for intermediate schools certification. For the list, see pp. 40-42 of this bulletin.

GENERAL REQUIREMENTS.

General Qualifications.

Every person admitted as a student to the normal schools of the state must be of good moral character, of good health, without physical or other defect which would impair his fitness for the teaching service, of at least sixteen years of age, and of that class of persons who, if of proper age, would be admitted to the public schools of the state without restriction.

All applicants must sign the following declaration:

I hereby declare that my purpose in seeking admission to the State Normal School of San Diego is to fit myself for teaching, and that I intend to teach in the public schools of California, or of the State or Territory in which I may reside.

Admission to Advanced Standing.

Applicants for advanced standing will be admitted as follows:

- (a) Recommended graduates of accredited secondary schools of California, having junior college or postgraduate credit.
- (b) Graduates of secondary schools outside of California (provided their credentials are the equivalent of recommended graduation from a California secondary school), having postgraduate credit.
- (c) Applicants presenting credentials from other normal schools and institutions of the college grade, who will be assigned to such advanced standing as, in the judgment of the Committee on Advanced Standing, their credentials may warrant.
- (d) Teachers of experience not candidates for graduation, who will be admitted as visiting teachers for the purpose of doing special work. Teachers holding California certificates will be admitted with credit to be determined by the Committee on Advanced Standing.

Concerning credit for work done in the junior college:

- (a) Generally speaking, one year of junior college work will be credited as thirty of the one hundred fifty units required for graduation from the normal school course.
- (b) Full credit will be given for subjects that can be accepted as fair equivalents for electives.
- (c) Full credit will be given for subjects that can be accepted as equivalents for regular courses.
- (d) It is required that a junior college student who wishes to enter this institution to receive either the regular diploma or recommendation for a special certificate of either the elementary or the secondary grade, open, as soon as possible, correspondence with the Registrar for the purpose of securing in detail important information.

ADVANCED STANDING-CREDIT REGULATIONS

Experienced teachers holding valid California or other certificates will be admitted to the Normal School upon presenting such certificates, together with satisfactory letters of recommendation. They will receive such credit as their preparation and *successful* experience may warrant. On the other hand, they will be required to make up such deficiencies as their work in the school may reveal.

Credits for successful teaching may be given on the following basis:

For	5	or more years4	teachings	ог	24	units
For	3-5	years3	teachings	or	18	units
For	2	years2	teachings	or	12	units
For	1	year1	teaching	or	6	units

Less than one year in teaching will not be recognized.

A unit is defined as the equivalent of one hour of work a week pursued for ten weeks.

One year of teaching will be interpreted to mean not less than eight months

Credits obtained in the State Normal Schools of California or other states or in colleges and universities of recognized standing, will be honored so far as they cover the work of the regular course of study in this school.

The Committee on Admission and Advanced Standing, in arranging programs for students admitted under the foregoing conditions, will first provide for courses in Education, adding other branches to complete the required number of hours. The rules of the Committee follow:

- Every applicant for admission to candidacy for a diploma of the school, excepting
 those holding regular credentials from accredited high schools, shall be interviewed by each member of the Committee and the status of students shall be
 decided only in general conference of the Committee, after the interviews
 have taken place.
- The Committee shall enforce the rules and prescriptions of the State Board of Education concerning admission to and graduation from state normal schools, and these rules and prescriptions are hereby made a part of the rules of this Committee.
- 3. Since discretion in the following cases has been vested by the State Board of Education in the several normal school faculties, the minimum requirements for graduation for all persons belonging to the several groups indicated below are hereby fixed as follows:
 - a. Graduates of accredited colleges, or institutions of like rank, without other school education or training or experience in teaching, shall be required to take a minimum of twenty-four weeks of work in residence.
 - b. Graduates of accredited normal schools who received their diplomas before the schools were placed on the accredited list by the State Board of Education, shall be required to take a minimum of eighteen weeks of work in residence.

- c. Students transferred from other state normal schools to this school shall be required, according to the rules of the State Board of Education, to take a minimum of eighteen weeks of work in residence.
- d. Experienced teachers with high school education from states outside of California, shall receive credit for experience only, according to the regular schedule of credit for experience in teaching.
- e. California teachers of experience with high school education shall receive credit for experience according to the regular schedule and in addition shall receive a credit of twenty-four normal school units for the California certificate, provided that this certificate is not more than six years old.
- f. Experienced teachers (with high school education) holding California Life Diplomas, shall receive the same credits as those holding California certificates, providing the Life Diploma is not more than ten years old.
- g. Experienced teachers with no high school education holding California certificates or diplomas shall receive credit for experience according to the regular schedule, and shall be referred to the Committee on Admission and Advanced Standing.
- h. Persons over twenty-four years of age, asking admission to the school, must conform to the rule of the State Board of Education and shall also be referred to the Committee on Admission and Advanced Standing.

The State Board rule follows:

"Persons over twenty-four years of age [twenty-one years of age if honorably discharged from war service, army, navy, or auxiliary] not possessing the credentials prescribed above may be admitted to provisional undergraduate standing on such special qualifications of character, education and general intelligence as may, in the judgment of the faculty of the normal school concerned, be equivalent to any of the above requirements; provided, that no student shall be graduated without passing a satisfactory examination in the subjects listed in Part II, Secton IV [reading, writing, spelling, English, grammar, composition, arithmetic and geography] and fulfilling all professional requirements.

RECOMMENDATIONS.

All candidates for admission must present one or two letters of recommendation from responsible people—former teachers, where possible. Applicants from other normal schools, or schools of equivalent grade, must file with the registrar honorable dismissal certificates, signed by the proper authorities of the schools or colleges last attended by the applicants. Each honorable dismissal certificate should state the educational record of the applicant.

PROFESSIONAL STANDARDS.

The main purpose of the Normal School is to prepare proper persons to teach in the public schools of this state. No one unsuited to this service because of temperament, or because of ill health or physical disability, should apply for admission. The standards of the teaching profession are higher each year, not alone in scholarship, but especially along the lines of personal power and general culture.

APPOINTMENT SERVICE.

An appointment department is maintained by the school, the principal purpose of which is to assist superintendents and trustees in securing teachers suited to their needs. There are no fees for its services.

* * * *

EXPENSES.

Students are required to furnish their own textbooks. Tuition is free in all departments. A matriculation fee of five dollars will be charged students taking special courses, and small fees are charged for materials used in laboratory courses. The Associated Student Body fee is 50 cents for each quarter.

The school has no dormitories, but rooms and board may be obtained at reasonable rates in suitable homes, recommended by the Dean of Women, where proper supervision will be exercised. The Dean must be consulted before boarding places are selected.

* * * *

RIGHTS OF GRADUATES.

The rights and privileges of graduates of California State Normal Schools are defined in section 1503 of the Political Code, the principal features of which are as follows:

The board of trustees of each state normal school, upon the recommendation of the faculty, may issue diplomas of graduation to those students who worthily complete the full course of study and training prescribed.

This diploma entitles the holder to an elementary school certificate from any county or city and county board of education in the state.

Graduates taking a year of collegiate work as outlined on pp. 40-42 of this bulletin are entitled to the certificate permitting them to teach in the intermediate (junior high) schools of California.

ATHLETICS.

Facilities for athletics include tennis courts, boat-house and barges, a playground, an athletic field and a standard, modern gymnasium.

THE CLIMATE OF SAN DIEGO.

Temperatures are usually shown on a globe by lines which pass through regions of the same degree of heat or cold. Red lines of 60 degrees and 70 degrees, showing the summer temperature at San Diego, also inclose Alaska and Siberia. Blue lines of 50 degrees and 60 degrees, showing the winter temperature at San Diego, inclose Egypt and Arabia. Thus San Diego may be said to have Alaskan summers and Egyptian winters.

GENERAL CONSIDERATIONS.

The State Normal School of San Diego offers the following advantages:

A flexible, all-the-year calendar;

A large and strong faculty and a student body not too large for individual work;

Unusual opportunities for out-of-door recreation and physical development on land and water;

An efficient appointment service.

INTER-COLLEGIATE RELATIONS.

Committees representing the normal schools and the University of California, and the School of Education of the University, have recommended to the University Senate that graduates of California normal schools be given full credit for two years of work toward the degree B. S. in Science. Students interested in this matter should write to the registrar of the school for detailed information.

THE COURSES OFFERED.

- 1. For the elementary school certificate; see pp. 20 and 21.
- 2. Collegiate courses, available also for the intermediate school certificate; see pp. 40-42.
- 3. Fellowship courses leading to special certification; see pp. 22, 23 and 24.
- 4. Departmental teachers' courses; see p. 22.
- 5. A vocational home economics course; see pp. 24 and 25.
- Summer session courses for school officers and teachers; see pp. 9-12, also pp. 26-44.

STUDENT ADVISORS.

Concerning matters of student-body policy, leaves of absence, personal advice (men), use of buildings, etc
The President of the School
Concerning appointments to teaching positions The Vice President of the School
Concerning the housing and living arrangements of students, rules of conduct, student social affairs, personal advice (women), rules of attendance, etc The Dean of Women
Concerning supervision of practice teaching, conferences, etc The Director of Education
Concerning matriculation, program of studies and teaching, credits, locker arrangements, etc The Registrar
Concerning health and physical condition, school athletics, rowing, etc The Director of Physical Education
Concerning relations to the training school, to pupils, routine, etc The Principal of the Training School
Concerning student-body affairs - The President of the Student Body

THE COURSE OF STUDY AND OF PRACTICE TEACHING. JUNIOR YEAR.

Joneson Jones	Total	Credit	
Subject	hours	hours	Credit
Arithmetic I	65	30	3
English I	65	40	4
Education I	65	60	6
Music I, II, III (60 hours each)	180	90	9
Drawing I, II, III (60 hours each)	180	90	9
Science I, II, III (Biology, Physiology and			
Hygiene) (60 hours each)	180	120	12
Geography I	65	60	6
Physical Education	88	. 40	. 4
Elementary Industrial Arts	60	40	4
Agricultural Nature Study	60	40	4
Model Lesson Study	60	30	3
History and Geography Methods	24	20	2
Education IIA (Lower Grade Methods)	60	50	6
Education IIB (Upper Grade Methods)	60	50	6
Total Junior credits			78
SENIOR YEAR.			
Home Economics	60	40	4
Social Economics	60	60	6
Literature I or II	60	60	6
Contemporary History or Literature I or II	60	60	6
Agriculture	48	40	4
School Law	48	40	4
Education IVA (Rural School Problems)	36	30	3
Education IVB (Class Management)	24	20	2
Teaching (2 subjects, 50 hours each)		120	12
Teaching (½ day for one quarter)		180	18
Electives		70	. 7
Total Senior credits			72
Total Junior credits			78
TOTAL JULIUS CLUMENTO CONTROL			
Total for graduation*			150

^{*}Of the 150 credits required for graduation, 20 exemption credits may be given for approved high school work in music, drawing, science, or English, so that the net amount of normal school work required may be not more than is represented

by 130 credits. Of the one hundred and thirty (130) normal school credits required for graduation, more than nine (9) may be granted for electives, provided that the candidate for the diploma can present courses done in high school or college, or in another normal school, which are the full equivalents of the courses listed in the curriculum of this school and which are not also offered as part of the twenty (20) credits of exemption claimed.

N. B.—Students entering after July 1, 1921, will be required to take a third year of preparation.

ELECTIVES.

The courses available as electives are so designated in the description of courses found on pp. 26-44.

Many of these courses will meet the requirements for special certification indicated below; but many of the special certificate courses required are not listed, and a candidate, therefore, for special certification will not be registered until, either by correspondence or by personal interview, he has satisfied all of the requirements indicated below under the head of Fellowships.

College Credit Courses.

Subject	Tot	al Hours Seme	ester Hour
Education I to VIII		*	*
Physical Education: Theory and	Practice	200	4
Art I		60	1.5
Art III		60	2
Art IV		30	1
Art V A		60	1.5
Art V B		60	1.5
Music I, II, III		*	*
Industrial Arts 1 to 11		*	*
Home Economics		*	*
Library Methods		60	3
History	60	to 180	3 to 10
Geography			3 to 10
English (Literature)	60	to 372	3 to 20
Spanish	60	to 120	3 to 6
Mathematics	60	to 180	3 to 10
Chemistry		180	7
Biology		180	7
Sociology		60	. 3.
*See the descriptions of the courses			

DEPARTMENTAL COURSES.

These courses, requiring the equivalent of three years of work and made up of correlated electives arranged in consultation with the registrar, may be taken by qualified undergraduates, or by graduate students who wish to become departmental teachers. The courses are not intended for candidates for special certificates, recommendations for which will not be given by this institution except to a few selected holders of fellowships, as indicated below.

* * * *

FELLOWSHIPS (Special Certification).

Fellowships (without honorarium) have been instituted, a fellowship to be conferred by vote of the faculty on nomination of the department concerned, and to entitle the recipient to special training and to recommendation to county boards of education for the special elementary or the special high school certificate.

Candidates must be graduates of California, or equivalent, normal schools, and must submit satisfactory evidence of special fitness and attainment, or must be able to show two years of college or other equivalent training and special fitness.

Holders of fellowships who have done one year of satisfactory work, will be entitled to recommendation for the special elementary certificate, and those who have done two years of work will be recommended for the special high school certificate; provided, that within the period specified, they are able to meet the requirements of the State Board of Education, as follows:

Regulations Governing Educational Institutions Accredited to Recommend Individuals for Special Certificates.

[Adopted August 21, 1915; Amended December 10, 1915.]

Educational institutions accredited by the State Board of Education are hereby authorized to recommend to county or to city and county boards of education, individuals who are qualified to receive certificates to teach special subjects in the public elementary and secondary schools of the state of California; provided, that each institution may recommend individuals only in such special subjects and for such grades of certificates as are mentioned in said authorization; and provided, further, that they may recommend candidates for the elementary or secondary special certificates only as follows:

Elementary Special Certificates.

Educational institutions may recommend an individual for the elementary special certificate; provided, (a) that such individual has had at least three years' instruction beyond that required for graduation from a high school maintaining a four-

year course in advance of the eighth grade, or that he possess an equivalent amount of training; (b) that at least one-half of the said three years' instruction has been devoted to study or work in the special subject or subjects in which the individual is applying for certification and in such subjects as are strictly supplementary thereto, as arranged and approved by the recommending authorities of the institution in which the work was taken, or that he possess an equivalent amount of special training; (c) that two-fifths of a year of the time required to be given to the special subject or subjects has been devoted to a study of the pedagogical subjects suited to the training of an elementary school teacher; at least one-third of which time shall be devoted to practice-teaching, including methods of instruction in the special subject or subjects, under competent supervision.

Secondary Special Certificates.

Educational institutions may recommend an individual for the secondary special certificate; provided, (a) that such individual has had at least four years' instruction beyond that required for graduation from a high school maintaining a four-year course in advance of the eighth grade, or that he possess an equivalent amount of training; (b) that at least one-half of said four years' instruction has been devoted to study or work in the special subject or subjects in which the individual is applying for certification and in such subjects as are strictly supplementary thereto, as arranged and approved by the recommending authorities of the institution in which the work was taken, or that he possess an equivalent amount of special training; (c) that at least two-fifths of a year of the time required to be given to the special subject or subjects has been devoted to a study of the pedagogical subjects suited to the training of a secondary school teacher; at least one-third of which time shall be devoted to practice-teaching, including methods of instruction in the special subject or subjects, under competent supervision.

Value of Certain Equivalents.

Time devoted in the secondary school period to study or work in the special subject or subjects in which the candidate desires certification may be substituted at the rate of half time for similar studies or work in the collegiate period. Such substitution shall not exceed one-half of the total time required in the special subject or subjects. One year's successful experience in teaching may be substituted for half of the required pedagogical work, and two years of said experience may be substituted for the entire pedagogical requirement.

On March 11, 1916, the San Diego State Normal School was authorized to certify to the preparation of individuals to receive elementary or secondary special certificates from county or city and county boards of education as specified herein:

1. Manual and Fine Arts type—Manual Training (elem.); Manual Training, including Bench Work in Wood and Cabinet Work, and such construction of a prevocational character as may be included in such a course (sec.); Wood Working Machinery and Wood Manufacture (sec.); Wood Turning and Pattern Making (sec.); Metal Art and Craft Work (elem. or sec.); Leather Art and Craft Work (elem. or sec.); Basketry and Weaving (elem. or sec.); Primary Construction (sec.);

Sheet Metal Work (sec.); Freehand Drawing, Painting and Designing (elem. or sec.); Mechanical Drawing (elem. or sec.); Geometrical Drawing (sec.); Architectural Drawing (sec.); and such Drawing, Mathematics and Accounting as are strictly supplementary to regularly organized courses in said subjects.

- 2. Music type—Vocal Music (elem.); Piano Music (elem.); and such Musical Appreciation, Harmony and Composition as are strictly supplementary to regularly organized courses in said subjects.
- 3. Household Arts type—Household Science, Household Art or Household Economy (sec.); and such Drawing, Mathematics, Science and Accounting as are strictly supplementary to regularly organized courses in said subjects.
- 4. Physical Culture type—Physical Education and Training (elem.); Play and Playground Management (elem.); Athletics (elem.); and such Physiology, Hygiene and Anatomy as are strictly supplementary to regularly organized courses in said subjects.

VOCATIONAL HOME MAKING COURSES.

1920-1921.

QUARTER I.—Summer Session	n.	Quarter II.	
	Hours		Hours
Plays and Games Story Telling	30	Biology	60
Story Telling	. 50	Chemistry	60
Interior Decoration	. 30	Household Accts.	
Rural School Problems	. 30	and }	60
		Education I	
		Sewing I	60
		Art I	
Quarter III.		Quarter IV.	
,	Hours	Quarter IV.	Hours
,		QUARTER IV.	Hours
7		Quarter IV.	Hours
Physiology	. 60	QUARTER IV.	Hours 60 60
PhysiologyChemistry and	. 60	QUARTER IV. Bacteriology Chemistry	Hours 60 60
Physiology Chemistry and Household Physics	. 60 . 60 . 24	QUARTER IV. Bacteriology Chemistry Vocational Education	Hours 60 60 60

Second Year. Nutrition -----Foods and Dietetics _____ 60 60 Teaching Hygiene and Home Nursing__ 60 Social Economics or 60 Millinery 120 Teaching or Institutional Cookery Millinery 120 Home Gardening 48 School Law-----48 Institutional Cookery Home Reading _____ 60

Electives.

Seminar: Home and School Plant

120

Economics of Household Place of H. E. in Ed. Advanced Dressmaking ____ 60 Teaching or

Millinery

Institutional Cookery Contemporary History ____ 60 Arts and Crafts:

Weaving Basketry

Applied Arts? Advanced Millinery

Sewing Physiology

Biology

Trade Work of Any Kind Rural Home Economics

Teaching Allied Subjects English or Literature Typing

Applied Sociology

Note.—Courses in vocational home economics will be offered as nearly as possible according to schedule, but the school reserves the right to make necessary changes.

The certification granted on completion of the course will be a secondary Household Arts Credential.

Applicants must be citizens of the United States, and have had four years of schooling beyond the elementary school and at least four years of experience in home management and household duties. This experience must have been gained after the age of eighteen years. Those persons having had maternal or other special care of children will be given preference. References as to character and general intelligence will be required, and an entrance examination, testing the applicant's ability to use spoken and written English, will be given.

In the year 1920 applicants will be received July 1 and September 13. The dates for matriculation in 1921 will be announced in the bulletin of April, 1921.

BRIEF DESCRIPTION OF THE PROFESSIONAL AND ELECTIVE COURSES.

Note.—The following courses are specified as they will be given in Quarters II, III, and IV. In the summer quarter of 1920 the courses not numbered in the margin will not be given. The additional special courses offered in the summer quarter of 1920 will be found at the end of this section of the bulletin. For the program see pp. 10 and 11.

Education I-Analysis of Teaching Process.

This course includes brief studies in elementary educational psychology, with emphasis upon the principles of learning involved in the various school subjects and the corresponding teaching processes. In the summer session of 1920, given as Ed. IA (for students in training), and Ed. IB (for teachers).

60 hours (3 semester hours.)

Education IA-Psychology ot Child Development.

This course includes brief studies of the physical growth and development of children, of instincts and impulses as a basis of education and of the psychology of learning and thinking with emphasis upon the differences between the thought processes of children and adults.

(Summer of 1920.) 30 hours (1½ semester hours.)

Education IB-Psychology of the Elementary School Subjects.

This course includes a study of the psychology of reading, spelling, language and similar subjects, with emphasis upon economical methods of learning.

(Summer of 1920.) 30 hours (1½ semester hours.)

Education IIA—Primary-School Methods: Reading, Literature, Language, Spelling.

This course will include a brief study of the principles governing the selection and presentation of the subjects listed above. Special emphasis will be placed upon methods of teaching these subjects.

60 hours (3 semester hours.)

Education IIB—Grammar Grade Methods: Reading, Language, Spelling, Writing, Arithmetic.

The general method of procedure will be as given above. Methods of teaching arithmetic will receive special emphasis.

60 hours (3 semester hours.)

Education III-School Law.

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School administration as it affects the teacher, including her relations to administrative officers—and school law of California.

48 hours (2½ semester hours.)

Education IVA-Rural School Problems.

The distinct purposes of this course are:

- 1. To lead students to realize the actual conditions of rural life through their own observation and through the study of the literature dealing with the subject.
 - 2. To discover what is being done to ameliorate rural conditions.
 - 3. To ascertain the part the school should take in this work.
- 4. To formulate some definite ideas and plans as to the service a teacher may render her community, and to equip her with specific methods for rural school teaching.

36 hours (2 semester hours.)

Education IVB-Class Management.

A discussion of the problems arising in connection with school room discipline; methods of securing a wholesome school "spirit" and the application of civic principles to school life.

24 hours (1 semester hour.)

Education V-Primary Education.

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This course is planned for students who are preparing to teach in the primary grades. It will consider the organization of the subject matter of these grades, and the relation between content and expression subjects. Special attention is given to reading.

Elective. 60 hours (3 semester hours.)

Education VI-Pedagogy of the Problem-Project Method.

A discussion of the advantages to the learner of the organization of study around a large central topic or interest.

(Elective.) 30 hours (1½ semester hours.)

Education VII-Educational Measurements-Theory.

A brief history of the movement, together with a study of the derivation of scales and scientific tests for the measurement of intelligence and attainment.

(Elective.) 30 hours (1½ semester hours.)

Education VIII-Educational Measurements-Practice.

This course includes actual practice in giving scientific tests with special emphasis upon interpretation of the results.

(Elective.) 60 hours (3 semester hours.) 30 hours in summer session of 1920.

Special Methods Courses.

All students will be required to attend the methods classes conducted by the supervisors of history and geography. Methods in the other subjects of the elementary school curriculum are given in Education IIA and IIB, or in the classes dealing with specific subjects, as drawing and music.

12 hours, each.

Arithmetic I.

The course in arithmetic is required of practically all entrants, and consists both of the remedial work revealed by the class examinations as necessary in each individual case, and of a methods course based upon the accepted findings of recent researches in standardization.

5 hours a week for one quarter.

Physical Education.

Systematic class training is required of all students. A record of the physical condition, measurements, and personal history of each student is kept, which makes possible a wise and safe direction of the activities of the individual.

The regular drill consists of formal exercises in which the corrective and hygienic motives are combined. Apparatus work is so modified as to be only a rational part of the general scheme.

Rhythmic gymnastics, together with folk and dramatic games and dances, are extensively used, while much time is devoted to organized games of skill. An attempt is made to arouse a spirit of genuine enthusiasm for games, both for the benefit of the students themselves and as a preparatory training for the teaching of games. Informal talks on hygiene are given, according to the special needs of the various classes.

Gymnasium suits are uniform in cut and color, hence students are advised not to have suits made before seeing the instructor.

(Required.) 3 hours a week for each of three quarters.

Plays and Games.

This course deals first with such dramatic games, singing games and games of skill as are especially adapted to the elementary school. These are followed by gymnastic games for the intermediate school, culminating in such higher forms as volley ball and captain ball. Students gain a knowledge of methods by active participation in the games and by practice teaching in the class. Regulation gymnasium suits are required.

(Elective.) 3 hours a week for one quarter.

Note.—The following courses in physical education will be given in Term I of the summer quarter of 1920. The enrollment in all practical courses will be limited to 35, in order of application. In quarters II, III and IV, hygiene, plays and games and theory of physical education will be offered. The special courses for the summer quarter of 1921 will be announced in the bulletin of April, 1921.

11 Primary Gymnastic Games.

Games of skill suitable to the lower grades.

Advanced Gymnastic Games.

Formal games for the intermediate school, not including the highly organized athletic games.

School Athletics.

A course designed to instruct teachers in the rules, methods of presenting, and coaching of popular school athletics. The following will be given: Playground Ball; Basket Ball (boys); Soccer; Hand Ball and Track Athletics. Other games will be added if time allows.

Tennis.

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A trained instructor is provided to coach students wishing to learn to play tennis. Appointment for such instruction may be secured from the Physical Director during the first week of the session.

Rowing.

For the students who join the crews of the rowing association, regular rowing in the eight-oared barges belonging to the school will be arranged, under competent instruction. All applicants must be able to swim.

Theory and Practice of Physical Training.

The object of this course is to provide materials for teaching simple physical training with the minimum of gymnastic apparatus. The theory and practice of elementary gymnastics is sufficiently developed to secure acquaintance with the principles which underlie all systematic physical activity. Practice is given in calisthenics, free Swedish exercises, use of light apparatus and marching. Candidates for the intermediate school certificate will be required to take added hours of work.

Credit for adv. course, 4 semester hours. Credit for reg. course, 2 semester hours. 15

Folk Dancing.

A series of folk dances suitable for the grades is taught. Quite as much emphasis is placed upon methods of presentation as upon ability to execute the various dances, and the course is designed for teachers only.

(Elective.)

English I.

This course consists largely of remedial work for individuals, with class work in methods of teaching spelling, penmanship, composition and English grammar to elementary school children.

5 hours a week for one quarter.

Literature I-Modern Prose.

Lectures and class discussion, with required reading in contemporary English, American and European fiction and drama.

60 hours (3 semester hours.)

Literature II-Modern English and American Poetry.

Lectures with illustrative readings from modern English and American poetry, beginning with Tennyson and Browning and ending with Masefield and other poets of the present day. Extensive reading in recent and contemporary poetry.

(Elective.) 60 hours (3 semester hours.)

The Short-Story.

A course combining advanced narrative composition with the study of typical modern short-stories. The aim is to assist in the realization of the human, and hence literary, values of the circumstances and experiences of ordinary life.

(Elective.) 36 hours (2 semester hours.)

Current Literature.

A course dealing with current conditions and developments in politics, industry, sociology, etc., as recorded and discussed in leading periodicals, with the object of promoting intelligence in the reading of history in the making.

(Elective.) 36 hours (2 semester hours.)

Note.—For other courses in literature, see the announcements under the lead "Collegiate Courses," pp. 40-42.

Biology I-Animal and Plant Biology.

The fundamentals of biology as illustrated by the structure and life activities of types of animals. The course includes such related topics as animal adaptations, inheritance, geographical distribution and evolution, also principles of plant biology developed through a comparative study of seed plants and the life activities of representatives of the chief divisions of the plant kingdom.

60 hours (2 semester hours.)

Biology II-Human Biology

The application of biological principles to the study of the human body and its functions.

60 hours (2 semester hours.)

Biology III-Hygiene.

- (a) A detailed study is made of the anatomy of the human female reproductive organs, a study which affords a basis for the consideration of physiological sex phenomena. Much attention is given to the large problems of sex hygiene, both for the benefit of the individual student and to give larger professional power. The elements of microbiology are given as an approach to hygiene and sanitation.
 - (b) Study of "Health Indexes" of Children.
 - (c) Emergencies.

(Required.) 60 hours (3 semester hours.)

Social Economics.

This course is intended to supplement the course in home making. It deals with community making and the elements of political economy and sociology. Such topics are investigated and discussed as exchange, finance, movement of population, industrial problems, race influences, national development, political and social tendencies. The class investigates the various elements of community welfare and reports results for discussion. Problems in rural sociology are discussed.

60 hours (3 semester hours.)

Contemporary History.

A comprehensive review of European history from the period of the French Revolution, with special reference to the rise of nationalities, the development of constitutional governments, and social and political questions of the day.

(Elective.) 60 hours (3 semester hours.) 30 hours in s.s., 1920.

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Geography I. (Required World Geography.)

This course deals with the principles which determine the products and the manner of living on different parts of the earth's surface, and is largely mathematical, meteorological and climatological. In addition, some of the main commercial products of the different life zones are studied.

60 hours (3 semester hours.)

Geography II-South America.

The aim of this course is to acquaint the student with South America as it is today. The social and industrial conditions of each country are discussed, and also the place of each country in the commercial world. Each important industry is discussed from the viewpoint of the entire continent, and also with regard to each country. The future possibilities of the continent are studied, with particular reference to international commercial and industrial relations.

(Elective.) 60 hours (3 semester hours.)

Geography III-North America.

In this course the student becomes acquainted with the different physiographic provinces of North America, the industries adapted to each province and the methods of carrying on those industries. In addition, Alaska, Dominion of Canada, Newfoundland, United States, Mexico and Central America are studied as to climate, physiography, people and industries.

(Elective.) 60 hours (3 semester hours.)

Agricultural Nature Study.

The course aims to show the student what material, selected from the various sciences, may be woven into a nature study course suitable for children, with special reference to school and home gardening and agriculture.

The subject matter covered is partly drawn from the physical sciences, astronomy, physics, etc. (for the upper grades), and partly from life studies of the plant and animal world (for lower grades).

5 hours a week for one quarter. 30 hours in s.s., 1920.

Agriculture I and II.

In the first course the fundamental principles of agriculture are studied. Special attention is given to phases of the subject suitable for

19A

use in the elementary school where agriculture is taught, or where nature study is given an agricultural trend.

19B The second course is a study of horticulture. Ornamental trees, shrubs, vines and flowers, such as are commonly used in California, are given a large share of attention. Outdoor study and lath house work throughout the course.

(I is required, II is elective.) 4 hours a week, each, for one quarter.

60 hours in s.s., of 1920.

Art I-Elements and Principles of Space Art.

Appreciation is gained through study of world's best examples of painting, architecture, sculpture and handicrafts; power to use the principles is gained through problems in composition and design.

60 hours (1½ semester hours.)

Art II-Methods.

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This course is a practical application of elements and principles to problems for grades 1-8, with further experience through lettering and poster making, and figure, flower and animal sketching and painting.

30 hours (1½ semester hours.)

Art III-Art, History and Design.

(a) A course in appreciation and history of art.

(b) Advanced applied design, through block-printing, mono-printing, tie-dyeing, batik, etc.

60 hours (2 semester hours.)

Art IV.

Simplified art courses for school and community plays and festivals. Theory of line and color in relation to stage setting and costuming, including tie-dyeing, batiking, and wood blocking.

(Elective.) 30 hours (1 semester hour.)

Art VA-Home Decoration.

This course gives the principles of spacing, dark and light and color, applied to room planning, wall paper, furniture, rugs and decoration; the study of line, use and style in furniture; the economics of home decoration; visits to shops; specific problems in decorating and furnishing, with budgets. Required of vocational home economics students.

(Elective.) 60 hours (2 semester hours.)

Art VB-Costume Design.

Application of elements and principles to costume through general problems and specific problems dealing with individual types in the class. Application of design to smocks, blouses, bags, etc., through batik, block-printing or embroidery. Required of vocational home economics students.

(Elective.) 60 hours (2 semester hours.)

Music I.

A course in the rudiments of music and in elementary theory, with daily practice in recognition and singing of rhythmic and tonal figures; study of chromatics, major and minor scales, intervals, practical transposition, correct notation, music terminology and sight singing in one, two and three parts. All problems are approached through both ear and eye experience. No theoretical work is given without thorough practical application. This course is supplementary to Music IV and prerequisite to Music II and III. Advanced students are excused from this course by special examination.

60 hours (11/2 semester hours.)

Music II and III.

Methods and material for grades 1-8. No technical drill is given in these courses, all periods being devoted to study of graded song material and to practice teaching in the class room of the problems under discussion. These courses treat in comprehensive form the subjects briefly outlined under Music IV. In addition to the above, two hours each week are given to the development of music appreciation, the building of discriminating taste, ability to analyze musical form, recognition of types and schools of musical composition, the instruments of a symphony orchestra. All work in the class is conducted from the standpoint of the listener as a member of an appreciative public. Work is graded and progress measured by the ability to take notes and to join in discussion. Assigned outside reading and graded lesson plans for school children based upon class work, are also required.

60 hours (1½ semester hours.)

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Music IV (Special).

This is an abridged course in music methods for grades 1-8. It is open to all students, but only those are eligible for credit who enter with advanced standing in music. No time is given to the study of music as a subject in itself, all attention being devoted to the consideration of methods of presentation adapted to the various grades. Ability to comprehend musically the subject matter under discussion, is prerequisite to credit in this course. It includes study of the problems of:

A. The sensory period-grades 1, 2, 3.

The rote song, treatment of monotones, organized ear training, introduction of eye work (analytic and synthetic methods).

B. The associative period—grades 4, 5, 6.

Organized study of problems of tone, time and theory found in song material studied—e. g., Books Two and Three, California State Textbook; two and three part music.

C. The adolescent period-grades 7, 8.

Organization of girls', boys', and mixed choruses; seating, conducting; the changing voice; teaching the tenor and bass parts; selection of choral material.

D. Brief examination and discussion of series of textbooks most commonly used at this time.

(Elective.) 30 hours, offered in s.s., of 1920.

INDUSTRIAL ARTS.

1. Woodwork.

This course aims to show the possibilities of woodwork in the elementary grades. Useful objects are made, to teach the elements of wood construction and the care and use of tools. The making of working drawings, suitable designing, reading of blue prints, use of simple wood finishes, and study of the important woods, form an essential part of the course. The place of manual training in the curriculum, simple courses of study and equipment for beginning the work are discussed.

60 hours (1 semester hour.)

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2. Advanced Woodwork.—Prerequisite, Industrial Arts I.

Tool operations and the application of constructural principles suitable for eighth grade and beginning high school work. An analysis of the tools and principles involved. The proper care and adjustment of tools. Attention is given to the various methods of assembling, and several different finishes are developed. Projects used are to a large extent typical eighth grade models. Shop work and demonstration.

60 hours (1 semester hour.)

3. Cabinet Work. Prerequisite, Industrial Arts 2 and 7.

Tool and machine operations, and finishing processes naturally included in cabinet work are taught. Advanced finishing operations are demonstrated. Shop work and demonstrations eight hours per week. In connection with this course the student will be required to take Industrial Arts I.

(Elective.) 60 hours (1 semester hour.)

4. Woodwork Methods. Prerequisite, Industrial Arts I.

Classification of tools, operation, and projects. Planning of courses from the fifth grade through high school. Equipment costs and installation. Cost charts for various courses worked out in class. General organization of material and its value, as well as methods of presentation.

(Elective.) 60 hours (2 semester hours.)

5. Practice Teaching. Prerequisites, Industrial Arts I, and a minimum course in the subject to be taught.

This work may count as part of the required practice training for the general diploma.

5 hours a week for one quarter.

6. History and Literature of Industrial Education. Prerequisite credits in Industrial Arts Department.

(Elective.) 2 hours a week for one quarter.

7. Mechanical Drawing. No prerequisite.

This course includes freehand lettering, geometric constructions, simple working drawings, isometric and cabinet projections, evolution, a few simple developments, shop sketching and furniture design, tracing and blue printing.

(Elective.) 60 hours (1 semester hour.)

8. Mechanical Drawing. Prerequisite, Industrial Arts 7.

This course includes freehand lettering, sections and their practical applications, shop sketching and elementary machine drawing, penetrations and developments, with practical applications to sheet metal drafting, tracing and blue printing.

(Elective.) 60 hours (1 semester hour.)

9. Mechanical Drawing. Prerequisite, Industrial Arts 8.

This course includes lettering, shadow projections, linear perspective, and perspective of shadows, with many practical applications in each. Also simple farm building design and building construction details. Tracing and blue printing.

(Elective.) 60 hours (1 semester hour.)

10. Elementary Machine Drawing. Prerequisite, Industrial Arts 9.

This course includes the drawing of simple machinery, standard fastenings, and machine parts or details, and also the consideration and applications of the rules and formulæ from which the standard sizes are worked out.

(Elective.) 60 hours (1 semester hour.)

11. Architectural Drawing and Construction. Prerequisite, Industrial Arts 9.

This course will include making, first, sketches and a set of drawings, comprising plans, elevations, etc.; second, a set of specifications to supplement the drawings; third, a contract or contracts.

(Elective.) 60 hours (1 semester hour.)

12. Printing. No prerequisite.

This course is outlined to follow the logical order of processes in learning printing. It includes lay of cases, use of printer's stick, type setting, justification of lines, imposition, lockup, press work, etc.; also the different sizes and styles of type and their artistic and practical arrangements in setting up various jobs.

(Elective.) 5 hours a week for one quarter.

25

Elementary Industrial Art (Formerly Elementary Manual Training).

This course deals with those typical forms of industrial art work which are practical in the first six grades. The projects involve weaving and dyeing in textiles and basketry, paper and cardboard construction, including bookbinding, and work in clay and wood. All are given in their relation to other subjects and to man's need in food, shelter, clothing, utensils, tools and records.

60 hours (1½ semester hours.)

Applied Sociology.

This course is required of all students, and will be given in the junior division. It will include lectures and readings in social usage, and will deal particularly with woman's relation to society.

I hour a week for two quarters.

Home Making.

This course is planned to give students a general view of the place of the household in society. It will deal with the administration of the home, and its sanitary, economic, legal and community problems. Emphasis will be placed on management, housing and clothing problems, and the ethics of home making.

48 hours (2 semester hours.)

Dietetics and Cookery.

The purpose of this course is to give a working knowledge of the composition and nutritive value of foods, and of the fundamental principles and processes of cookery. Special attention will be given to methods of laboratory work, and the adaptation of such methods to the school.

(Elective.) 120 class hours (2 semester hours.)

Institutional Cookery.

Menus of balanced rations, involving food analysis, will be prepared and served at the noonday lunch. Materials used will be weighed and measured, and the market prices estimated. Card catalogs will be prepared by the student, indicating cost of articles and individual portions. Training in marketing, accounts, dining room supervision and serving will be given.

(Elective.) 120 class hours (2 semester hours.)

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Sewing.

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This course is planned especially for teachers of elementary schools. It covers methods of teaching; a general outline suitable for each grade; use of paper patterns; application of hand and machine sewing to undergarments, shirt waists and plain dresses; darning, patching and simple embroidery. Students must provide materials subject to approval of instructor.

(Elective.) 60 class hours (1 semester hour.)
42 hours in s.s., of 1920.

Home Economics in the Rural School.

This course is designed to meet the needs of the teacher in the rural school. Methods of teaching cookery, sewing, sanitation and allied subjects will be presented. Low priced equipments will be studied, and courses which can be given in the one-room school will be suggested.

Laboratory methods.

(Elective.) 36 hours (1½ semester hours.)

Typewriting I and II.

An elementary course for the student who wishes to learn to type his own outlines, notes, etc., or to gain sufficient familiarity with the machine and a sufficient foundation in the touch method of typing to enable him to take further work in a commercial school. Students entering with previous preparation can be given practice teaching in typewriting in the intermediate school.

(Elective.) 60 hours (1 semester hour.) 30 hours in s.s., of 1920.

Penmanship.

Methods and practice in the development of good penmanship will be included in this course. It is planned to meet the needs both of students in training for teaching and teachers in service.

30 hours in s.s., of 1920.

COLLEGIATE COURSES.

These collegiate courses will be offered as regular courses to recommended high school graduates (see p. 13) and others desiring to qualify either as junior high school teachers or for advanced credit toward the junior certificate of the University of California.

Candidates for the intermediate school (junior high school) certificate may qualify at a California state normal school by taking the regular professional course, (which requires two years of preparation for students entering prior to July 1, 1921, and three years for those entering after that date,) followed by a year of collegiate work at a normal school during which the candidate must complete at least thirty semester hours of work, including at least twenty-two hours each in any two of the following departments: French, English, German, Spanish, Latin, History, Mathematics, Physical Science, Biological Science. At least ten of the twenty-two semester hours mentioned above must have been taken in the normal school. The remaining twelve may have been taken in a secondary school.

In the year 1920-1921, the State Normal School of San Diego will offer collegiate courses according to the schedule given below. The quarters in which the courses will be offered are indicated.

Schedule of Collegiate Courses: Academic Year 1920-1921.

This course is offered to those who wish to lay a foundation for further college work or who are working for intermediate high school certification. It includes various epochs or "blocks" of the history of civilization, each block being a unit in itself and completed within a single quarter, so that entering students may begin collegiate history at the opening of any quarter. Social, economic, and political movements of ancient, mediæval and modern times are considered.

Quarters I, II, III, IV. 60 to 180 hours (3 to 10 semester hours.)

Cont. Hist. in s.s., of 1920, see p. 31.

GEOGRAPHY.

Geography I. (For description, see p. 32.).

Geography II. (For description, see p. 32.)

Geography III. (For description, see p. 32.)

Geography IV. Europe.

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The purpose of this course is to acquaint the student with the different peoples of Europe, the new developments of boundary lines, and the economic possibilities of the new political units.

60 hours (3 semester hours.)
30 hours in s.s., of 1920.

ENGLISH.

English I. (For description, see p. 30.) Quarter I.

Literature I. (For description, see p. 30.) Quarters II and III.

Literature II. (For description, see p. 30.) Quarters II and IV.

Literature III. American Writers. Quar. II.

Lectures and class discussion, tracing the development of the American spirit, as expressed through typical writers and orators from colonial days to the 20th century.

60 hours (3 semester hours.)

Literature IV. Great Books as Interpreters of Life. Quar. III. Lectures, readings, and class discussions. The great collections and masterpieces of world literature, such as the Hebrew Bible, Greek epic and tragedy, etc., will furnish the material.

60 hours (3 semester hours.)

The Short Story. (For description, see p. 30.) Quarter III. Current Literature. (For description, see p. 30.) Quarter IV.

Note.—The courses in English will be offered, ordinarily, so that a total amount of ten hours of work a week (6 semester hours a quarter) may be carried in the subject. In the year 1920-1921, courses will be scheduled as nearly as possible as indicated above.

SPANISH.

Spanish I. A course for beginners. This course will be offered to students having no previous preparation only once in the year, at the beginning of the autumn quarter, and it will be continued throughout the year. Students with previous high school preparation entering at the beginning of the spring quarter will be permitted to take the work, if qualified for it.

A course of sixty hours for beginners will also be offered in the summer quarter, ordinarily.

60 hours (3 semester hours) each quarter.

Spanish II. A course for students who have had at least a year of previous preparation. Ordinarily, students who have had Spanish I, or its equivalent, will enter the course at the beginning of the autumn quarter.

A short course of sixty hours for advanced students, will also be offered in the summer quarter, ordinarily.

60 hours (3 semester hours) each quarter.

Note.—For the course in methods of teaching Spanish, see p. 44.

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MATHEMATICS.

These courses are designed to meet the needs of two classes of persons, teachers in service who wish to secure university credit as well as to qualify as teachers in the junior high school, and those students who may desire to do major work in mathematics for college credit.

Mathematics I. Advanced algebra, including a discussion of methods found desirable in teaching algebra in junior high school mathematics.

Ouarter II. 60 hours (3 semester hours.)

Mathematics II. Solid and spherical geometry, with application and discussion of methods in teaching the subject as presented in junior high school mathematics.

Quarter III.

60 hours (3 sémester hours.)

Mathematics III. Plane and spherical trigonometry, including discussion of methods of teaching such principles as are applied to junior high school mathematics.

Quarter IV.

60 hours (3 semester hours.)

PHYSICAL SCIENCE.

Chemistry.

A course of thirty-six weeks, consisting of three hours a week of lectures and two hours a week of laboratory work. In the first twelve weeks, the course will deal with the fundamental principles of chemistry and qualitative tests; in the twenty-four weeks following, the course will include the applications of chemistry to the subjects of fuels, foods and textiles.

Lectures, 108 hours (6 semester hours.) Laboratory, 72 hours (1 semester hour.)

BIOLOGICAL SCIENCE.

Biology I. (For description, see p. 31.)

Quarters II and III. Lectures, 24 hours (1 semester hour.)

Laboratory, 36 hours (see below).

Biology II. (For description, see p. 31.)

Quarter III and IV. Lectures, 36 hours (2 semester hours.) Laboratory, 24 hours (1 semester hour including Biol. I).

Biology III. (For description, see p. 31.)

Quarters II, III, IV. 60 lecture hours (3 semester hours.)

SPECIAL COURSES: SUMMER SESSION OF 1920. Contemporary History.

A special course in contemporary history will be offered as a late afternoon class, from 3.00 P. M. to 4.00 P. M., daily. It will be open to all qualified regular professional students, to teachers in service and to others who may wish to enroll for regular attendance. (See p. 31 for a description of the course.)

Credit of 30 hours (11/2 semester hours.)

Conference in English.

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An opportunity will be given, daily, for teachers of English in elementary and intermediate schools, to meet with the head of the department of English in conference concerning the problems of teaching English as "functional" English, and the problem, also, of teaching English literature in the upper grades and in the intermediate, or junior-high school.

Credit of 20 hours (1 semester hour.)

Elementary Industrial Arts.

This course will deal with the materials and methods used in the lower grades of the elementary school, and will be planned particularly to meet the desires of teachers who wish to carry the work on in accordance with the problem-project method. Eight hours a week of laboratory or shop work and two hours a week of study of the pedagogy of the work, will be required.

48 Laboratory hours (1 semester hour.)

12 Lecture hours (½semester hour.)

34 Sketch Class. (To be formed, if sufficient enrollment.)

Home Economics.

In addition to the regular course of forty-eight hours in home making (see p. 38) and the course in sewing (see p. 39), opportunity will be given to students desiring it to assist in the teaching of cooking to classes of the training school.

Students desiring practice in cafeteria management will be given an opportunity to work with the manager of the school cafeteria, and to study methods of buying, accounting, management, etc.

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Geography: Methods.

This course will deal with the methods and materials used in teaching geography in the seventh and eighth grades, with reference, also to the problem of teaching geography in the intermediate school.

30 hours (11/2 semester hours).

Music: Methods.

This course will include general methods and material for grades 1-8. It is not designed to take the place of Music II and III, but, as an elective course, may be taken by teachers. Regular students may substitute this abridged course for Music II and III only by permission. For details, see Music IV, p. 35.

30 hours $(1\frac{1}{2}$ semester hours.)

Spanish: Teaching Methods.

This course will include the methods and materials suitable for the teaching of Spanish in the upper grades of the elementary school, or in the junior high school.

30 hours (11/2 semester hours.)

Elementary School Curriculum: Observation of Methods.

To be arranged on individual programs.

Arithmetic: Methods, Lower Grades.

This course will be based chiefly on the new state text-book in arithmetic, and is offered for the benefit of teachers who wish to be prepared to use the text when it is put into the hands of their pupils in the school year 1920–1921.

30 hours (1½ semester hours.)

Arithmetic: Methods, Upper Grades.

This course, like course 41, will deal with the methods and materials found in the new state text. Both courses will also deal with the use of such tests as the Courtis and Studebaker tests.

30 hours (1½ semester hours.)

Rural School Physical Training.

This course is arranged to meet the daily needs of teachers in one and two-room rural schools. Women students should be provided with bloomers, middies and rubber-soled gymnasium shoes.

(Elective.) 30 hours (1 semester hour.)

ROSTER OF STUDENTS.

GRADUATES FROM APRIL 4, 1919, | GRADUATES FROM AUGUST, 1919, TO JUNE 20, 1919.

3-112 20, 1515,
Adair, Myra BelleSan Diego
Ames, MarjorieNational City
Angle, ElizabethWilcox, Ariz,
Bevans, Mrs. Hazel Cobb_Portland, Ore
Pond, MiriamSolomonville, Ariz.
Carlson, Florence Olivia Riverside
Colbern, Reba VCorona
Adair, Myra Belle
Dale, HelenSanta Ana
Dale, HelenSanta Ana Day, MargueriteWinslow, Ariz.
Duff. Mildred Price Ione
Duff, Mildred PriceIone Eddy, SaraElsinore Fallon, Mrs. MinnieSan Diego
Fallon, Mrs. Minnie San Diego
Fox, Angie LouiseSan Diego
Hall, ElizabethNational City
Harding, Emma ThayerSan Diego
Hatch, Dorothy LoisEscondido
Hilliard, Irene GShelley, Idaho
Hinkle, MildredPacific Beach
Keeney, EllenSan Diego
Kirk Ressie Irene San Diego
Kirk, Bessie IreneSan Diego Miller, LouiseSan Diego
Moore, Frances MaySan Diego
Moore, Mrs. VirginiaLos Angeles
Otto, Myrtle KatherineSan Diego
Pate, Mrs. Gertrude OwenSan Diego
Paul, Beulah AnitaRedlands
Philow, MaudSan Diego
Rolfe, Mrs. Marguerite ESan Diego
Salisbury Cladys V San Diego
Salisbury, Gladys VSan Diego Schnack, EstherEscondido
Simmons, MargueriteEscondido
Stead, Daisy ElizabethSpring Valley
Thoren Edna Louise San Diego
Thoren, Edna Louise
Walter, ElizabethLa Mesa
Webster, Pauline ESan Diego
Wilder, Ruth TalcottSan Diego

GRADUATES AUGUST 8, 1919.

Akeley, Mary ZildaSan Diego
Bradbury, BettieEscondido
Bradshaw, ElsieSan Diego
Brown, Lila MLos Angeles
Carpenter, LauraSan Diego
Chase, Dorothy RenetteSan Diego
Contreras, Mrs. MariaSan Diego
Fleming, MabelFallbrook
Foster, CorneliaSan Diego
Glasscock, Ida DLos Angeles
McBride, Esther Clara Miami, Ariz.
McDonald, Ethel LSan Diego
Marshall, AngelaPhoenix, Ariz.
Ross, Mrs. Munn GSan Diego
Van Horn, Electa Lucile Chula Vista
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TO FERRILARY 0 1020

10 FEBRUARY 9, 1920.
Bradley, Ethel Grace National City
Butts, Hazel Flida New Mexico
Callagy, Edith F Rakersfield
Dozier, Mrs. Alberta Susanville
Felts, Mrs. Janet Edith Lemon Cove
George, Bessie Clara Somerton, Ariz.
Haberman, MargaretCassville, Wis.
Hahn, MarieSan Diego
Hall, Eldora VictorinneSan Diego
Haubrich Lucille Craig Colo
Holmboe, Mrs. Inez BSan Diego
Johnson, Cora San Diego
Lutes, Edna San Diego
McRoberts, ElizabethMiami, Ariz.
Nyberg, LillianFergus Falls, Minn.
Perman, PearlChula Vista
Ramser, HelenSan Diego
Sampson, FlorenceSt. Paul, Minn.
Schutte, Martha WilhelminaLakeside
Sparks, Florence Esther San Diego
Spileman, Hazel A San Diego
Stillians, E. RuthRedlands
Torstenson, EinaSan Diego
Wright, Mrs. Jessie Miller San Diego
-

CANDIDATES FOR GRADUATION

MARCH 26, 1920.
Allen, Mrs. Mattie RussellCampo
Bailey, Mary EthelCoronado
Haubrich, Inez HCraig, Colo.
Herlihy, Mrs. Marjorie M San Diego
Lynn, MargaretKahoka, Mo.
Marks, AlmaJulian
Poole, Dorothy AnneNational City
Premo, La VentiaBaraboo, Wis.
Reed, Mrs. Daisy DodgeSan Diego
Rivers, Mrs. LillianSan Diego

HOME MAKING COURSE. Graduate October 6, 1919.

Lunt, Mrs. Ulah.

ENROLLED FOR VOCATIONAL HOME MAKING COURSE.

Anderson, EdnaCon	onado
Campbell, Mrs. MattieSan	Diego
Drake, ZoeSan	
Eisiminger, Mrs. ESan	Diego
Everly, Mrs. NestSan	
Georgia, Mrs. MaySan	Diego
Hunter, Mrs. AnnaSan	Diego
Martin, Mrs. MargaretSan	Diego
Prall, Mrs. MarySan	Diego
Skinner, Mrs. CoraSan	
Smale, Mrs. AdeleSan	
Wenrich Mrs. BessieSan	Diego

REGULAR STUDENTS, 1919-1920.

	REGULAR SIUI	DEN 15, 191
Alexander, Mary _	Yuma, Ariz. ——Ontario Sheridan, Wyoming ——Scondido ——San Diego —Washington, Ohio ——San Diego —Phoenix, Ariz. Elizabeth ——Albuquerque, N. M. ——El Centro ——San Diego ——San Diego ——Ontario ——Memphis, Mo. ——San Diego	Knudtson.
Arnett, Ruby	Óntario	Knudtson, Kuhn, Mi Kyle, Mrs
Austin, Ava	Sheridan, Wyoming	Kyle, Mrs
Beckwith, Grace	Escondido	Lankford, Lantis, M Ledbetter
Bjornstad, Alice	San Diego	Lantis, M
Blackman, Phyllis _	Washington, Ohio	Ledbetter
Bradt, Lila	San Diego	Lee, Ora
Brazee, Norma	Phoenix, Ariz.	Lewis, Do
Brenneman, Mrs.	Elizabeth	Lischner,
	Albuquerque, N. M.	Lischner, Livett, M
Brewer, Marjorie	El Centro	Longshore
Bristol, Esther A	San Diego	Loveland, Lynch, M
Brooksbank, Irma	San Diego	Lynch, M
Bruning, Pleasant	San Diego	McCain, Mack, Ca
Bryant, Deborah	Ontario	Mack, Ca
Busey, Callie	Memphis, Mo.	McLeish, McMillen,
Cavanaugh, Lorna	San Diego	McMillen,
Clark, Mary	San Diego	McVey, E
Cliab Milderd	San Diego	Mardock,
Click, Muntle	San Diego	Mardock, Meacham, Miller, F Miner, E
Coffman Mary	Rushonk	Miller, F
Coghlan Maria	San Diego	Miner, E
Conway Catherine	Fast San Diego	Mitchell, Montgome
Crane Alice Lillia	n San Diego	Morrow
Crosland Mrs Less		Morrow, Nesbitt, 1 O'Neal, K
Dalton Frances	San Diego	O'Neal K
Devine. Madeline _	San Diego	Pannell
Donnelly, Louise _	La Jolla	Pannell, Parmateer
Donnelly, Ruth	San Diego	D - 1 D
Dyke, Dorothy	Imperial	Perkins.
Edwards, Helene	San Diego	Poole, Do
Flickinger, Mildred	San Diego	Peck, Bes Perkins, Poole, Do Potter, E Prince, B Pucher, F Reed, Mr Rhein, A Rinde, He
Fox, Margaret	San Diego	Prince, B
Freshman, May	Denver, Colo.	Pucher, F
Gaddis, Jessie	San Diego	Reed, Mr
Gannon, Pansy	San Diego	Khein, A
Grodagnini I vigin	San Diago	Rinde, H
Hall Irene	Newcastle Maine	Rivers, L Roberts, Rudd, Ma
Hampton Muriel	San Diego	Rudd Ma
Hansen, Kareen	San Diego	Rudd, Ma Russer, C Sanford,
Harrah, Mildred _	San Diego	Sanford.
Harris, Beth	Oceanside	Sargent.
Hartman, Lenore _	San Diego	Schueler,
Heffner, Kate	Pasadena	Sargent, Schueler, Shann, T Sheldon, Shepherd,
Heldring, Elizabeth	San Diego	Sheldon,
Henderson, Edith _	San Diego	Shepherd,
Henderson, Elmer	ASan Diego	1 Shepphere
Herlihy, Mrs. Mar.	jorieSan Diego	Smith, K Smith, M
Hildreth, Mrs. Bea	triceSan Diego	Smith, M
Halman Basis	San Diego	Spencer,
Horr Emily	San Jacinto	Spencer, Taylor, M Taylor, C
Horton Nell	Son Diogo	Toepferm:
Hoy. Helen	San Diego	Tracy, Be
Hughes, Mae E	Portland, Ore	Tracy, G
Iams, Gertrude	San Diego	Tracy, G Varni, Ro
Tack, Edith	-Farmington, Iowa	Waring.
Jones, Thelma	Grossmont	Waters, (
Kantz, Lucile	Santa Monica	Waring, Waters, (Wheeler,
Kelly, Emily	San Diego	wintrow,
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Kleinsmid, Mrs. Id	aSan Diego	Young, A

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Knudtson, Mildred	La Mesa
Kuhn, Miriam	San Diego
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Myle, Mrs. Minnie	San Diego
Lankford, Mrs. Ida	San Diego
Lantin Man Dalla	C. Diego
Lauris, Mis. Dene	San Diego
Ledbetter, Wave	La Mesa
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1,cc, Old1	ucson, Ariz.
Lewis, Dorothy	San Diego
Licohner Minnie	San Diego
Lischner, Minnie	San Diego
Livett, Mrs. Ada C	La Mesa
Longshore Marian	Sam Diago
Longshore, Marian	Sail Diego
Loveland, Esther	_Chula Vista
Lynch Mrs Rerta	Coronado
Tylich, Mis. Della	Coronado
McCain, Geneva	San Diego
Mack Carolyn	San Diego
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McLeisn, Beatrice	San Diego
McMillen, May	Riverside
M-V T1	Consider
Micvey, Evelyn	Coronado
Mardock, Opha	Escondido
Manaham Man Canan	San Diago
Meachain, Mis. Grace	Jan Diego
Miller, Fern	Lakeside
Minor Fffe	Con Diogo
Knudtson, Mildred Kuhn, Miriam Kyle, Mrs. Minnie Lankford, Mrs. Ida Lantis, Mrs. Belle Ledbetter, Wave Lee, Ora Lewis, Dorothy Lischner, Minnie Livett, Mrs. Ada C. Lyongshore, Marian Loveland, Esther Lynch, Mrs. Berta McCain, Geneva Mack, Carolyn McLeish, Beatrice McMillen, May McVey, Evelvn Mardock, Opha Meacham, Mrs. Grace Miller, Fern Miner, Effie Mitchell, Carrie Montgomery, Dora Morrow, Rose	San Diego
Mitchell, Carrie	San Diego
Montgomery Dorn	San Diego
Monigomery, Dora	San Diego
Morrow, Rose	San Diego
Nechitt Nellie	Santee
Alegorit, Incline	Sante
O'Neal, Kathryn	San Diego
Pannell Lucy	Escandida
D TITTE	L'acondido
Parmateer, Wilma	San Diego
Peck Bess	San Diego
D. 1 M	Car Diago
Perkins, Martina	San Diego
	Jotional City
Poole. Dorothy	
Poole, Dorothy	Tulion
Potter, Ethel	Julian
Potter, EthelPrince, Bertha	Yuma, Ariz.
Poole, Dorothy Potter, Ethel Prince, Bertha	Yuma, Ariz.
Potter, Ethel Prince, Bertha Pucher, Florence	Yuma, Ariz. San Diego
Potter, EthelPrince, BerthaPucher, FlorenceReed, Mrs. Daisy Dodge _	Yuma, Ariz. —San Diego —San Diego
Poole, Dorothy Potter, Ethel Prince, Bertha Pucher, Florence Reed, Mrs. Daisy Dodge	Yuma, Ariz. San Diego San Diego
Poole, Dorothy Potter, Ethel Prince, Bertha Pucher, Florence Reed, Mrs. Daisy Dodge Rhein, Alma	Yuma, Ariz. San Diego San Diego San Diego
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Poole, Dorothy Potter, Ethel Prince, Bertha Pucher, Florence Reed, Mrs. Daisy Dodge Rhein, Alma Rinde, Helen Rivers, Lillian Black Roberts, Margaret Rudd, May Genevieve. Sal Russer, Charlotte Sanford, Mrs. Zula Sargent, Edith	
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Poole, Dorothy Potter, Ethel Prince, Bertha Pucher, Florence Reed, Mrs. Daisy Dodge Rhein, Alma Rinde, Helen Rivers, Lillian Black Roberts, Margaret Rudd, May Genevieve Sai Russer, Charlotte Sanford, Mrs. Zula Sargent, Edith Schueler, Elizabeth Shann Theodosia	Ariza-Julian Ariza-San Diego San Diego San Diego San Diego San Diego Albambra Itillo, Mexico Santa Ana San Diego San Diego San Diego San Diego
Poote, Dorothy Potter, Ethel Prince, Bertha Pucher, Florence Reed, Mrs. Daisy Dodge Rhein, Alma Rinde, Helen Rivers, Lillian Black Roberts, Margaret Rudd, May Genevieve. Sal Russer, Charlotte Sanford, Mrs. Zula Sargent, Edith Schueler, Elizabeth Shann, Theodosia	Yuma, Ariz. — Julian Yuma, Ariz. — San Diego — Alhambra ltillo, Mexico — Santa Ana — San Diego
Poole, Dorotny Potter, Ethel Prince, Bertha Pucher, Florence Reed, Mrs. Daisy Dodge Rhein, Alma Rinde, Helen Rivers, Lillian Black Roberts, Margaret Rudd, May Genevieve Sal Russer, Charlotte Sanford, Mrs. Zula Sargent, Edith Schueler, Elizabeth Shann, Theodosia Sheldon, Ruby	Adultan Ariz. —San Diego —San Diego —San Diego —San Diego —San Diego —Alhambra tillo, Mexico —San Diego
Poole, Dorothy Potter, Ethel Prince, Bertha Pucher, Florence Reed, Mrs. Daisy Dodge Rhein, Alma Rinde, Helen Rivers, Lillian Black Roberts, Margaret Rudd, May Genevieve Salford, Mrs. Zula Sargent, Edith Schueler, Elizabeth Shann, Theodosia Sheldon, Ruby Shepherd, Mrs. Fmma	Arizana Arizana Arizana Arizana Diego San Diego San Diego San Diego San Diego San Diego Santa Ana San Diego San Dieg
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Pooter, Dorotny Potter, Ethel Prince, Bertha Pucher, Florence Reed, Mrs. Daisy Dodge Rhein, Alma Rinde, Helen Rivers, Lillian Black Roberts, Margaret Rudd, May Genevieve. Sal Russer, Charlotte Sanford, Mrs. Zula Sargent, Edith Schueler, Elizabeth Shann, Theodosia Sheldon, Ruby Shepherd, Mrs. Emma Sheppherd, Fannie	
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Poole, Dorotny Potter, Ethel Prince, Bertha Pucher, Florence Reed, Mrs. Daisy Dodge Rhein, Alma Rinde, Helen Rivers, Lillian Black Roberts, Margaret Rudd, May Genevieve Sal Russer, Charlotte Sanford, Mrs. Zula Sargent, Edith Schueler, Elizabeth Schnn, Theodosia Sheldon, Ruby Shepherd, Mrs. Emma Sheppherd, Mrs. Emma Sheppherd, Fannie Smith, Katherine	Julian Yuma, Ariz. —San Diego
Poote, Dorothy Potter, Ethel Prince, Bertha Pucher, Florence Reed, Mrs. Daisy Dodge Rhein, Alma Rinde, Helen Rivers, Lillian Black Roberts, Margaret Rudd, May Genevieve Sal Russer, Charlotte Sanford, Mrs. Zula Sargent, Edith Schueler, Elizabeth Shann, Theodosia Sheldon, Ruby Shepherd, Mrs. Emma Shepherd, Fannie Smith, Katherine Smith, Katherine Smith, Mrs. Laura General Services General Service	Yuma, Ariz. —san Diego —San Diego —San Diego —San Diego —san Diego —alhambra Itillo, Mexico —Santa Ana —san Diego —san Jacinto —san Diego
Poole, Dorotny Potter, Ethel Prince, Bertha Pucher, Florence Reed, Mrs. Daisy Dodge Rhein, Alma Rinde, Helen Rivers, Lillian Black Roberts, Margaret Rudd, May Genevieve Sal Russer, Charlotte Sanford, Mrs. Zula Sargent, Edith Schueler, Elizabeth Shann, Theodosia Sheldon, Ruby Shepherd, Mrs. Emma Shepherd, Mrs. Emma Shepherd, Fannie Smith, Katherine Smith, Katherine Smith, Mrs. Lyaura Spencer, Pauline	Ariza- Julian
Poole, Dorothy Potter, Ethel Prince, Bertha Pucher, Florence Reed, Mrs. Daisy Dodge Rhein, Alma Rinde, Helen Rivers, Lillian Black Roberts, Margaret Rudd, May Genevieve. Sal Russer, Charlotte Sanford, Mrs. Zula Sargent, Edith Schueler, Elizabeth Shann, Theodosia Sheldon, Ruby Shepherd, Mrs. Emma Sheppherd, Fannie Smith, Katherine Smith, Mrs. Laura Geneuer, Pauline Tredee Mrs. Emma	Arizaman Arizaman Julian Yuma, Arizaman Diego San Diego San Diego San Diego San Diego Alhambra Itillo, Mexico Santa Ana San Diego La Verne San Diego San Jacinto San Diego Los Angeles
Poole, Dorotny Potter, Ethel Prince, Bertha Pucher, Florence Reed, Mrs. Daisy Dodge Rhein, Alma Rinde, Helen Rivers, Lillian Black Roberts, Margaret Rudd, May Genevieve Sal Russer, Charlotte Sanford, Mrs. Zula Sargent, Edith Schueler, Elizabeth Shann, Theodosia Sheldon, Ruby Shepherd, Mrs. Emma Sheppherd, Mrs. Emma Sheppherd, Fannie Smith, Katherine Smith, Katherine Smith, Mrs. Laura Spencer, Pauline Taylor, Mrs. Fanny	Arizan Diego San Diego San Diego San Diego San Diego San Diego Albambra Lillo, Mexico Santa Ana San Diego San Diego Albambra Lillo, Mexico Santa Ana San Diego San Diego San Diego San Diego San Diego San Diego La Verne San Diego An Jacinto San Diego An Jacinto San Diego An Diego Angeles
Pooter, Borotny Potter, Ethel Prince, Bertha Pucher, Florence Reed, Mrs. Daisy Dodge Rhein, Alma Rinde, Helen Rivers, Lillian Black Roberts, Margaret Rudd, May Genevieve. Sal Russer, Charlotte Sanford, Mrs. Zula Sargent, Edith Schueler, Elizabeth Shann, Theodosia Sheldon, Ruby Shepherd, Mrs. Emma Sheppherd, Fannie Smith, Katherine Smith, Kars. Laura Spencer, Pauline Taylor, Mrs. Fanny Taylor, Grace	
Poote, Dorotny Potter, Ethel Prince, Bertha Pucher, Florence Reed, Mrs. Daisy Dodge Rhein, Alma Rinde, Helen Rivers, Lillian Black Roberts, Margaret Rudd, May Genevieve Sal Russer, Charlotte Sanford, Mrs. Zula Sargent, Edith Schueler, Elizabeth Shann, Theodosia Sheldon, Ruby Shepherd, Mrs. Emma Sheppherd, Fannie Smith, Katherine Smith, Mrs. Laura Spencer, Pauline Taylor, Mrs. Fanny Taylor, Grace Tagger Traceformann Traceformann Friede	Yuma, Ariz. — Julian Yuma, Ariz. — San Diego — Alhambra Itillo, Mexico — Santa Ana — San Diego — La Verne — San Jacinto — San Jiego — Jan Jiego — San Jiego — San Jiego — San Jiego — Riverside San Diego — Riverside
Poole, Dorotny Potter, Ethel Prince, Bertha Pucher, Florence Reed, Mrs. Daisy Dodge Rhein, Alma Rinde, Helen Rivers, Lillian Black Roberts, Margaret Rudd, May Genevieve Sal Russer, Charlotte Sanford, Mrs. Zula Sargent, Edith Schueler, Elizabeth Shann, Theodosia Sheldon, Ruby Shepherd, Mrs. Emma Sheppherd, Mrs. Emma Sheppherd, Fannie Smith, Mrs. I,aura Spencer, Pauline Taylor, Mrs. Fanny Taylor, Grace Toepfermann, Frieda	Julian Yuma, Ariz. — San Diego — Alhambra Itillo, Mexico — San Diego — La Verne — San Diego — San Diego — La Verne — San Diego — Riverside — San Diego
Poote, Dorothy Potter, Ethel Prince, Bertha Prince, Bertha Pucher, Florence Reed, Mrs. Daisy Dodge Rhein, Alma Rinde, Helen Rivers, Lillian Black Roberts, Margaret Rudd, May Genevieve Sanford, Mrs. Zula Sargent, Edith Schueler, Elizabeth Shann, Theodosia Sheldon, Ruby Shepherd, Mrs. Emma Shepherd, Mrs. Emma Shepherd, Mrs. Emma Shepherd, Fannie Smith, Katherine Smith, Katherine Smith, Mrs. Lyaura Gpencer, Pauline Taylor, Mrs. Fanny Taylor, Grace Toepfermann, Frieda Tracy, Bessie Bluei	Yuma, Ariz. ——San Diego —San Diego —San Diego —San Diego —San Diego —San Diego —Alhambra Itillo, Mexico —Santa Ana —San Diego —San Diego —San Diego —San Diego —San Diego —San Diego —La Verne —San Diego —San Jacinto —San Jiego —San Diego —Riverside —Riverside —San Diego —Riego —San Diego —Riego —San Diego —Riego —San Diego —San Diego —Riego —San Diego —San Dieg
Poole, Dorotny Pooter, Ethel Prince, Bertha Pucher, Florence Reed, Mrs. Daisy Dodge Rhein, Alma Rinde, Helen Rivers, Lillian Black Roberts, Margaret Rudd, May Genevieve Sal Russer, Charlotte Sanford, Mrs. Zula Sargent, Edith Schueler, Elizabeth Schneler, Elizabeth Shann, Theodosia Sheldon, Ruby Shepherd, Mrs. Emma Shepherd, Mrs. Emma Sheppherd, Fannie Smith, Katherine Smith, Katherine Smith, Katherine Taylor, Mrs. Fanny Taylor, Grace Toepfermann, Frieda Tracy, Bessie Bluet	Arizama, Arizaman Julian Arizaman Diego San Diego Fariton, Neb. Los Angeles San Diego Riverside San Diego Riverside San Diego
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Poote, Dorotny Pooter, Ethel Prince, Bertha Prince, Bertha Pucher, Florence Reed, Mrs. Daisy Dodge Rhein, Alma Rinde, Helen Rivers, Lillian Black Roberts, Margaret Rudd, May Genevieve. Sal Russer, Charlotte Sanford, Mrs. Zula Sargent, Edith Schueler, Elizabeth Shann, Theodosia Sheldon, Ruby Shepherd, Mrs. Emma Sheppherd, Fannie Smith, Katherine Smith, Mrs. Laura Gpencer, Pauline Taylor, Mrs. Fanny Taylor, Grace Toepfermann, Frieda Tracy, Bessie Tracy, Gertrude Varni, Rose Waring, Ellen D. Er Waters, Gwendolen Wheeler, Mildred Wintrow, Jeanne Wolfe, Estelle Vanna Wolfe, Estelle Vanna Wolfe, Estelle	Arizama, Arizaman Julian Arizaman Julian Arizaman Diego San Diego La Verne San Diego San Diego Ala Verne San Diego
Miller, Fern Miner, Effie Mitchell, Carrie Montomery, Dora Morrow, Rose Nesbitt, Nellie O'Neal, Kathryn Pannell, Lucy Parmateer, Wilma Peck, Bess Perkins, Martha Poole, Dorothy Potter, Ethel Prince, Bertha Pucher, Florence Reed, Mrs. Daisy Dodge Rhein, Alma Rinde, Helen Rivers, Lillian Black Roberts, Margaret Rudd, May Genevieve Sal Russer, Charlotte Sanford, Mrs. Zula Sargent, Edith Schueler, Elizabeth Shann, Theodosia Sheldon, Ruby Shepherd, Mrs. Emma Sheppherd, Mrs. Emma Sheppherd, Fannie Smith, Katherine Smith, Mrs. I,aura Spencer, Pauline Taylor, Grace Toepfermann, Frieda Tracy, Bessie Tracy, Gertrude Varni, Rose Ea Waring, Ellen D. Er Waters, Gwendolen Wheeler, Mildred Wintrow, Jeanne Wolfe, Estelle Young, Alice	Arizama, Arizaman Julian Arizaman Diego San Jacinto San Diego San Jacinto San Diego Maritan Neb. Los Angeles San Diego Riverside San Diego Maritan Diego San Diego Chula Vista San Diego

TEACHERS IN SERVICE. SUMMER SESSION, 1919.

Adams, Frances Alcutt, Alice Allen, May Ambler, Olive
Anderson, Mrs. Alfa Wood
Anderson, Hulda
Anderson, Mildred
Armijo, Estella
Bacon, Mrs. Jessie
Barber, M. Ellen
Barnes, Mary
Bartlit, May
Bell, Mrs. Gertrude
Bell, Ruth
Bernard Marguerita Ambler, Olive Bernard, Marguerite Bloch, Mrs. R. M. Bolger, May Bower, Mary Brady, Grace W. Brittain, Edith Brittain, Lucy Brown, Georgia Brown, Mabel Buckmaster, Emma Burnham, Hazel Carothers, Alva
Carrey, Mary
Cavanaugh, Doretha
Chase, Mrs. Della
Chase, Helen E.
Christian, Mrs. Myrtle
Churchill, Jeannette
Clark Susie O Clark, Susie O. Clowes, Dorothy Clendenon, Myrtle Coffeen, Almatie Coleman, Ruth Collier, Cecilia Colvin, Bess Copeland, Anna Cornell, Helen Courtney, Alice Cover, Grace Cowden, Willa Creekmuir, Edda Cross, Irvin Cushing, Marie
Daniels, Mary
Dieterle, Marguerite
Dresser-Dressor, Mrs. Helen Drew, Ethel Duffy, Laura Dufur, Gladys Duncan, Frances Easley, Mrs. Julia Eddy, Latha Edgerton, Elsie Eggen, Anna Estus, Mrs. Mary Ferbitz, Faith
Filkin, Nina
Fink, Mamie
Flint, Lucy
Fredendall, Laura French, Lillian Fulton, Bluebell Fritz, Helen

Fuller, Avis Gamsby, Lucy Georgia, Alice Rose Goldsmith, Cornelia Gordsmith, Cornella Gorman, Kathryn Gray, Clara Green, Mrs. Winifred Griggs, Margaret Haag, Mrs. Roy Harper, Mrs. Ezura Harris, Myrtle Hashinger, Margaret Henderson, Ethel Higginbotham, Barbara Holland, Alice Holland, Evelyn Holmes, Minnie Horning, Mrs. Josephine House, Florence Howieson, Mrs. Alida Howland, Mrs. Beulah Huff, Alice Hunter, Keysey Jackson, Effie Jamison, L. Maude Jaques, Lois Johnson, Eva Johnson, J. B. Johnston, Grace Johnston, Lucy K. Jones, Pauline Jones, Willis W. Keiller, Annie Langley, Mrs. Marella Langridge, Ina B. Langston, Helen Laughlin, Lida Le Chien, Elizabeth Lewis, Jane Lieber, Ruth Lindberg, Rachel Link, Magdalen Livingood, Anna Longwell, Fern Loops, Grace McBride, Bessie McBride, Della McCoy, Lela McDermott, Lela McElrath, Eva McKee, June McKee, Maude McKenzie, Mrs. Meta McMullen, Estella MacRae, Gertrude Mahoney, Agnes Marks, Fannie Marshall, Mrs. Florence Martin, Mrs. Stella Mayes, Maude Measday, Ruth Merriam, Dorothy Merrill, Ruth Merry, Mrs. Jessie Michael, Carolyn Michler, Lily Miller, Genevieve

Miller, Margaret
Miller, Mrs. Mary
Moody, Mildred
Mulville, Mrs. A. B.
Nelson, Eleanor
Newton, Lenna
Noben, Lillian
Oliver, Margaret
Orcutt, Mary
Outcalt, Mrs. Adele
Pace, Myrtle
Packer, Ethel
Parker, Kate O'Donnell
Pease, Esther W.
Phelps, Elsa
Phelps, Virginia Ruth
Pitman, Catherine
Polly, Francis
Price, Mrs. Flora
Prouty, Mrs. Celia
Rabitte, Katherine
Raaf, Henrietta
Rapp, Beryl
Rapp, Mrs. Carrie
Riggle, Genevieve
Risser, Anna
Risser, Elinor
Roach, F. Madeline
Ross, Pete W.
Ryder, Ruth
St. Clair, Ada
Schellbach, C. H.
Schroeder, Louise
Schutte, Erna
Shannon, Mary
Sheldon, Edith

Shepherd, C. E. Sherwin, Harriet Shumate, Agnes Shumate, Mary Smith, Mrs. E. D. Spears, Emma Spencer, Mrs. Adeline Steere, Eva Louise Stephens, Madge Stevens, Jane Stewart, Mrs. Maud Stockton, I. Allen Strickler, Marie Taylor, Mrs. Lorena Thomas, C. I. Tidball, Mary Valentien, Mrs. A. M. Van Orshoven, Agnes Van Orshoven, Frances Von Gruenigen, Emma Walters, Evelyn Weber, Ada Weber, Martha Weller, Louise Wells, Lorena Westlund, Margit Whitehill, Priscilla Wicklund, Nettie P. Wiese, Florence Williams, Hallie Williams, Hallie Williams, Martian Wilt, Mattie A. Winder, P. A.

SPECIAL STUDENTS, 1919-1920.

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Adams, Mrs. J. P.
Anderson, Esther
Arnold, Grace
Baker, Mrs. W. J.
Baskerville, Mrs. E. R.
Best, Mrs. Mattie E.
Brown, Mrs. Azile
Burton, Mrs.
Clark, Mrs. A. B.
Cook, Mrs. Frances
Crandall, Alice
Cutting, Delia
Evans, Edith
Ferguson, Christel
Finn, Ruth
Ford, Shirley
Gelber, Helen
Gose, Mrs. Frances M.
Green, Mrs. Mary
Grubel, Daisy
Harvey, Mrs. Dorothy
Jacobs, Ruby
Johnston, M. E.
Jones, Mrs. Florence
Kidd, Mrs. Sadie
Laidlaw, Helen
McFetridge, Mrs. W. H.
Marshall, Mrs. E. A.
Mason, Mrs. Lucy Ord
Mayes, Mrs. J. T.

Minchin, Ellen
Morin, Sue
O'Neill, Mrs. Anna
Osgood, Ruth
Parmateer, Mrs. A. E.
Perkins, Jane
Perkins, Mrs. W. B.
Porter, Josephine Earl
Prall, J. W.
Reed, Mrs. Clyde
Reed, Ethel P.
Regan, Ella
Riggle, F. Gardner
Rohde, Helen
Schirm, Mrs. Louis
Seymour, Mrs. Ida
Shenk, Mrs. Elmer
Sobotka, Rose
Stevenson, Mrs. J. F.
Strickler, Nancy
Titus, Lela J.
Tool, Mrs. S. M.
Traggardh, Mrs. Rachel
Watson, Mrs. M. V.
Whipple, W. E.
White, Mrs. Mary
Wilson, Mrs. Edith
Wilson, J. F.
Young, Mrs. Ella





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STATE TEACHERS' COLLEGE OF SAN DIEGO

VOLUME NINE

BULLETIN

NUMBER 3

JUNE, 1921

UNIVERSITY OF MANAGES ACT

CATALOG FOR 1920-1921

AND COLLEGIATE COURSES

FOR

1921 - 1922



STATE TEACHERS' COLLEGE OF SAN DIEGO

VOLUME NINE

BULLETIN

NUMBER 3

JUNE, 1921

CATALOG FOR 1920-1921

ANNOUNCEMENT OF PROFESSIONAL AND COLLEGIATE COURSES

FOR

1921-1922

PUBLISHED QUARTERLY BY THE STATE TEACHERS' COLLEGE OF SAN DIEGO SAN DIEGO, CALIFORNIA

Entered as second-class matter, April 15, 1913, at the post office, San Diego, California, under the Act of August 24, 1912

GOVERNMENT.

Administration: WILL C. WOOD-

Superintendent of Public Instruction and exofficio Director of Department of Education, State of California.

Curriculum: The State Board of Education-

E. P. Clarke, Riverside

Mrs. O. Shepard Barnum, Alhambra

Mrs. Agnes Ray, Oakland

Stanley B. Wilson, Los Angeles

George W. Stone, Santa Cruz

Mrs. Elizabeth B. Phillips, Porterville

OFFICERS OF ADMINISTRATION. THE PROFESSIONAL SCHOOL—1920-1921.

EDWARD L. HARDY President
W. F. BLISS Vice President
MRS. ADA HUGHES COLDWELL Dean of Women
MRS. FLORENCE BRYANT DELANO Registrar
MRS. CHARLOTTE G. ROBINSON Librarian
MRS. THEKLA K. RICE Assistant Secretary
JANE ADAMS Faculty Secretary
THE TRAINING SCHOOL—1920-1921.
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CAROLINE I. TOWNSEND Director of Primary Teaching
FLORENCE L. SMITH Principal
ALICE GREER Class Supervisor
ETHEL CUNNINGHAM Class Supervisor
EDITH HAMMACK Class Supervisor
JOHN SNYDER Class Supervisor
MARY SPAYD Class Supervisor
WINIFRED WOODS Librarian
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FRED W. VAN HORNE Head Janitor
CHARLES L. FISK - Assistant Janitor and Assistant Engineer
GEORGE AVERBECK Assistant Janitor
A. L. SEELIG Assistant Janitor
C. R. McLAUGHLIN Engineer
MARTIN ROTH Head Gardener
OTTO YOUNG Assistant Gardener
GEORGE GEARHARD Assistant Gardener
T. A. WIER Watchman

CALENDAR-1921-1922.

Summer Quarter—	
Term 1	June 27 to August 5
Term 2	August 8 to September 2
Interim Recess	September 3 to 11
Registration	September 8, 9, 10
First Semester—	
Term 1	_September 12 to November 11
Term 2.	November 14 to February 3
	RecessNovember 24 to 27
Christmas Recess	December 17 to 31
Second Semester—	
Term 1	February 6 to March 31
Easter Recess	April 1 to 11
Holiday	April 14
Term 2	April 12 to June 14
Commencement	June 16
Interim Recess	June 15 to June 25
Summer Quarter—	
CALENDA	R—1922-1923.
Term 1	June 26 to August 4
Term 2	August 7 to September 1
Interim Recess	September 2 to 10
Registration	September 7, 8, 9
First Semester—	
Term 1	September 11 to November 10
Term 2	November 10 to January 26
Thanksgiving Recess	November 30 to December 2
Christmas Recess	December 23 to January 1
Second Semester—	
Term 1	January 29 to March 29
Holiday	March 30
	March 30 to April 10
Term 2	April 11 to June 13
	June 15
	June 14 to June 24

FACULTY.

1920-1921.

EDWARD L. HARD	Y, PRESIDENT		School	Administration
B. L., University study of European School, 1906-1910.		1898-1899;	Principal	

- W. F. BLISS, VICE PRESIDENT - History and Social Economics

 B. S., Mount Union; B. L., M. L., University of California; Superintendent
 of Schools, Rochester, Pa.; Supervising Principal, Colton, Cal.; Vice Principal, High School, Santa Barbara, Cal.; Teaching Fellow in History, University of California. (Appointed September, 1900.)
- MRS. ADA HUGHES COLDWELL, DEAN OF WOMEN Head

 Department of Vocational Home Economics

 Special study, Europe, 1899-1900; Special Student in Domestic Science,
 Teachers' College, Columbia University, New York City, 1907. (Appointed June, 1907.)
- MIRIAM E. BESLEY - - - Director of Education

 Ph.B., A.M., Wellesley College and University of Chicago; Superintendent
 City Schools, Waukegan, Ill.; study of English and European elementary
 schools, 1902-1903; special investigator of vocational guidance and prevocational education, Chicago, 1911-1913. (Appointed September 1, 1913.)
- CAROLINE I. TOWNSEND - Assistant Director of Education

 Ph.B., University of Chicago; Indianapolis Normal School Teachers' College,
 Columbia University; teacher of primary reading and literature in the public
 schools of Indianapolis and Tacoma. (Appointed July 1, 1913.)
- MRS. GERTRUDE SUMPTION BELL - - -

Assistant Director of Education

A.B., Indiana University; graduate Indiana State Normal School; research work, Clark University; assistant in education and director of practice teaching, University of Colorado; state institute lecturer, Montana; instructor, School of Education, Indiana University. (Appointed August 1, 1916.)

- MARY BENTON - - - - Head Department of Fine Arts

 Student at Rosemont Dezaley, Lausanne, Switzerland; at Chicago Art
 Institute; New York School of Art; pupil of W. J. Whittemore, of New
 York; pupil of Mrs. Butterworth, of New York; instructor, State Normal
 School of San Diego. (Appointed July 1, 1916.)
- MARY M. BOWER - - Assistant Physical Education
 Graduate State Normal School of San Diego. (Appointed October 1, 1917.)
- VINNIE B. CLARK - - - - Geography

 A.B., University of Wisconsin; graduate student, University of Chicago; assistant in geography, University of Wisconsin; Oak Park, Ill., High School 1913-1914. (Appointed September 1, 1914.)

California, 1915. (Appointed September 1, 1912.)
AGNES MOORE FRYBERGER Music
Assistant Supervisor of public school music, Minneapolis, Minnesota, 1911-1920; Instructor in public school music, University of Minnesota, 1918-1920.
GERTRUDE LAWS Class Management
Graduate State Normal School, San Diego; departmental teacher, city schools of San Diego. (Appointed September 1, 1913.)
BEULAH MARKER Assistant Fine Arts
B. S., Columbia University; Teachers' College diploma; graduate of Los Angeles State Normal School, with general professional and special art diplomas; assistant in Fine Arts Department, Teachers' College, Columbia University, 1918-1919. (Appointed July 1, 1919.)
CHESLEY MILLS Training School Orchestra
Violin training in San Francisco under Max Fleishman, later under Gustav Pringnitz and Wenzel Kopta; has held the following among other positions: First violin, Atlanta Symphony Orchestra, Atlanta, Georgia; director of Symphony Orchestra, San Diego, two seasons. (Appointed January 1, 1919.)
IRVING E. OUTCALT Head Department of English
A.B. Stanford University, 1896; A.M., 1897, University of Illinois; Head Department of English, San Diego High School, 1907-1911. (Appointed September 1, 1912.)
CHARLES R. SCUDDER Industrial Arts
Preparation at University of Illinois; teacher of industrial work at Grand Rapids, Michigan, and director of industrial arts at Washington State Normal school at Bellingham. (Appointed September 1, 1918.)
W. T. SKILLING Agriculture and Nature Study
State Normal School, Los Angeles, Cal.; M.S. University of California; Teacher in public schools, Los Angeles, Cal., several years; Assistant in Physics, University of California, 1899-1901. (Appointed September, 1901.)
FLORENCE L. SMITH English
A.B., Northwestern University; Critic Teacher, State Normal School at Oshkosh, Wisconsin. (Appointed July 1, 1917.)
JESSIE RAND TANNER - Head Department of Physical Education
Graduate Boston Normal School of Gymnastics; B.S., Columbia University; Bachelor's Teaching Diploma, Teachers' College, Columbia University; Tutor, Brookline, Mass., 1901-1902. (Appointed July, 1904.)
EDITH WENGEL, Head Department Home Economics
B. S. University of Wisconsin; Instructor Home Economics, University of Wisconsin, 1917-1920; Research work, Department Home Economics,

Graduate San Diego Normal School; teacher in San Diego County schools, 1909-1910; B. S., Columbia University; bachelor's teaching diploma in biology,

Biology and Physical Education

GEORGIA V. COY - -

Washington, D. C. (Appointed September, 1920.)

SPECIAL LECTURERS AND INSTRUCTORS.

Summer Session, 1921.
H. C. JOHNSON, M. A School Supervision Superintendent City Schools, San Diego.
F. F. MARTIN, M. A Rural School Problems County Superintendent Schools, San Diego.
LEO COOPER Dramatics Dramatic Reader at Greek Theater, University of California, 1916.
ROSALIE GERIG EDWARDS, M. A Spanish Instructor in Spanish, San Diego Junior College; Instructor in Spanish, University of California, Summer Session of 1919.
IDA E. FISHER, B. A Music Supervisor of Music in the Schools of New York City; Lecturer on public school music, College of the City of New York.
BESSIE ELLA HAZEN, B. A Fine Arts Instructor in Art, University of California, Southern Branch.
PAUL, KLEIN, Ph. B Industrial Arts Instructor, San Diego High School.
WILLIAM L. NIDA, Ph. B Class Management, The Curriculum Principal Florence School, San Diego.
C. E. PETERSON Physical Education Physical Director, Edison School, Berkeley; Assistant, University of California, 1920.
J. L. STOCKTON, Ph. D Education Principal Training School, State Normal School of San Jose.
BESSIE B. WENRICH Sewing and Millinery

Instructor, San Diego High School.

HISTORICAL.

The State Normal School of San Diego was established by legislative enactment in March, 1897, and received its first class in the autumn of 1898. In April, 1921, the school, together with all of the California normal schools, received, by act of the legislature later approved by the Governor of the state and becoming effective August 1, 1921, the designation of State Teachers College, its full title to be "State Teachers College of San Diego."

In June of 1921, under an enactment of the legislative session of the same year, known as the "junior college" law, the San Diego Junior College was merged with the State Teachers College of San Diego. Under the arrangement thus made, collegiate courses of the lower division (freshman and sophomore years) will be offered in the academic year beginning September 12, 1921. A bulletin to be issued in August, 1921, will set forth the courses in full.

ENTRANCE REQUIREMENTS FOR HIGH SCHOOL GRADUATES.

Recommendations: Entrants must be recommended by high school principals and qualified for admission both to the University of California and to any California state teachers' college, in accordance with the rules and regulations of the State Board of Education, adopted in May, 1920. They must be graduates who have completed at least fifteen units of work. A unit of work is defined as a course of study taken for one year of not less than thirty-six weeks for five full periods a week, or, in the case of a laboratory subject, for at least eight periods a week. Fractions of units may be accepted and counted.

Entrance Requirements: Examinations are not required, for the reason that only recommended students are matriculated. During the first term of the first semester, entrants are given such intelligence and education tests as may be found desirable. Students who have not taken in high school the subjects required by the rules of the State Board of Education, can usually arrange to take them at the college. Such students should, however, submit their cases to the registrar for review before they present themselves for admission.

Subjects prescribed as prerequisite to admission are listed in the State Board of Education regulations, which are kept on file in the office of California high school principals, or can be secured from the Commissioner of Secondary Schools, at Sacramento, California.

Of the so-called special subjects, the State Teachers' College of San Diego accepts, in units, not more than two each in manual training, drawing, music, and household arts, and not more than one each in type-writing, stenography, and bookkeeping, unless the student is a candidate for special certification.

Dates for Matriculation: High school graduates will be received at the beginning of the summer quarter and at the beginning of the autumn and mid-year semesters. They should report at least one day before the opening date (see calendar).

ENTRANCE REQUIREMENTS FOR COLLEGIATE COURSES.

Entrants must meet the same requirements as those set forth above. The courses offered are available for college credit, and include the subjects required for intermediate school certification.

GENERAL REQUIREMENTS.

General Qualifications.

Every person admitted as a student to the teachers' colleges of the state must be of good moral character, of good health, without physical or other defect which would impair his fitness for the teaching service.

Admission to Advanced Standing.

Applicants for advanced standing will be admitted as follows:

- (a) Recommended graduates of accredited secondary schools of California, having junior college or postgraduate credit.
- (b) Graduates of secondary schools outside of California (provided their credentials are the equivalent of recommended graduation from a California secondary school), having postgraduate credit.
- (c) Applicants presenting credentials from normal schools and institutions of the college grade, who will be assigned to such advanced standing as, in the judgment of the Committee on Advanced Standing, their credentials may warrant.
- (d) Teachers of experience not candidates for graduation, who will be admitted as visiting teachers for the purpose of doing special work. Teachers holding California certificates will be admitted with credit to be determined by the Committee on Advanced Standing.

Concerning credit for work done in the junior college:

- (a) Generally speaking, junior college work will be credited on the basis of equivalents.
- (b) Full credit will be given for subjects that can be accepted as fair equivalents for electives.
- (c) Full credit will be given for subjects that can be accepted as equivalents for regular courses.
- (d) It is required that a junior college student who wishes to enter this institution to receive either the regular diploma or recommendation for a special certificate of either the elementary or the secondary grade, open, as soon as possible, correspondence with the Registrar for the purpose of securing his rating.

ADVANCED STANDING—CREDIT REGULATIONS.

Experienced teachers holding valid California or other certificates will be admitted to the college upon presenting such certificates, together with satisfactory letters of recommendation. They will receive such credit as their preparation and *successful* experience may warrant. On the other hand, they will be required to make up such deficiencies as their work in the college may reveal.

Credits for successful teaching may be given on the following basis:

For	5	or r	nore	years	3	 	5	teachings	or	12.5	units
For	3-	5 ye	ars			 	4	teachings	or	10.0	units
For	2	year	rs			 	3	teachings	or	7.0	units
For	1	year	r			 	1	teaching	or	2.5	units

Less than one year in teaching will not be recognized.

A unit is defined as the equivalent of one hour of prepared class work a week pursued for eighteen weeks.

One year of teaching will be interpreted to mean not less than eight months.

Credits obtained in the State Teachers Colleges of California or other states or in colleges and universities of recognized standing, will be honored so far as they cover the work of the regular course of study in this school.

The Committee on Admission and Advanced Standing, in arranging programs for students admitted under the foregoing conditions, will first provide for courses in Education, adding other branches to complete the required number of hours. The rules of the Committee follow:

- Every applicant for admission to candidacy for a diploma of the college, excepting those holding regular credentials from accredited high schools, shall be interviewed by each member of the Committee and the status of students shall be decided only in general conference of the Committee, after the interviews have taken place.
- The Committee shall enforce the rules and prescriptions of the State Board of Education concerning admission to and graduation from state teachers colleges, and these rules and prescriptions are hereby made a part of the rules of this Committee.
- 3. Since discretion in the following cases has been vested by the State Board of Education in the several teachers college faculties, the minimum requirements for graduation for all persons belonging to the several groups indicated below are hereby fixed as follows:
 - a. Graduates of accredited colleges, or institutions of like rank, without other school education or training or experience in teaching, shall be required to take a minimum of twenty-four weeks of work in residence.
 - b. Graduates of accredited normal schools who received their diplomas before the schools were placed on the accredited list by the State Board of Education, shall be required to take a minimum of sixteen weeks of work in residence.
 - c. Students transferred from other state normal schools shall be required, according to the rules of the State Board of Education, to take a minimum of sixteen weeks of work in residence.
 - d. Experienced teachers with high school education from states outside of California, shall receive credit for experience only, according to the regular schedule of credit for experience in teaching.
 - e. California teachers of experience with high school education shall receive credit for experience according to the regular schedule and in addition shall receive a credit of ten units for the California certificate, provided that this certificate is not more than six years old.

- f. Experienced teachers (with high school education) holding California Life
 Diplomas, shall receive the same credits as those holding California certificates, providing the Life Diploma is not more than ten years old.
- g. Experienced teachers with no high school education holding California certificates or diplomas shall receive credit for experience according to the regular schedule, and shall be referred to the Committee on Admission and Advanced Standing.
- h. Persons over twenty-four years of age, asking admission to the college, must conform to the rule of the State Board of Education and shall also be referred to the Committee on Admission and Advanced Standing. The State Board rule follows:

"Persons over twenty-four years of age (twenty-one years of age if honorably discharged from war service, army, navy, or auxiliary) not possessing the credentials prescribed above may be admitted to provisional undergraduate standing on such special qualifications of character, education and general intelligence as may, in the judgment of the faculty of the teachers college concerned, be equivalent to any of the above requirements; provided, that no student shall be graduated without satisfying the requirement of proficiency in the statutory school subjects.

RECOMMENDATIONS.

Entrants may be asked to present one or two letters of recommendation from responsible people—former teachers, where possible. Applicants from other teacher-training schools, or schools of equivalent grade, must file with the registrar honorable dismissal certificates, signed by the proper authorities of the schools or colleges last attended by the applicants. Each honorable dismissal certificate should state the educational record of the applicant.

PROFESSIONAL STANDARDS.

The main purpose of the Teachers College is to prepare proper persons to teach in the public schools of this state. No one unsuited to this service because of temperament, or because of ill health or physical disability, should apply for admission. The standards of the teaching profession are higher each year, in scholarship and in personal power and general culture.

APPOINTMENT SERVICE.

An appointment department is maintained by the college, the principal purpose of which is to assist superintendents and trustees in securing teachers suited to their needs. There are no fees for its service.

EXPENSES.

Students are required to furnish their own textbooks. Tuition is free in all departments. A small matriculation fee will be charged all students, and the usual fees are charged for materials used in

laboratory courses. The Associated Student Body fee is one dollar for each semester.

The school has no dormitories, but rooms and board may be obtained at reasonable rates in suitable homes, recommended by the Dean of Women, where proper supervision will be exercised. The Dean must be consulted before boarding places are selected.

RIGHTS OF GRADUATES.

The rights and privileges of graduates of California State Teachers Colleges are defined in section 1503 of the Political Code, the principal features of which are as follows:

The superintendent of public instruction, upon the recommendation of the faculty, may issue diplomas of graduation to those students who worthily complete the full course of study and training prescribed.

This diploma, accompanied by a state credential, entitles the holder to an elementary school certificate from any county or city and county board of education in the state.

Graduates taking a year of collegiate work are entitled to the certificate permitting them to teach in the intermediate (junior high) schools of California.

ATHLETICS.

Facilities for athletics include tennis courts, boat-house and barges, a playground, an athletic field and a standard, modern gymnasium.

THE CLIMATE OF SAN DIEGO.

Temperatures are usually shown on a globe by lines which pass through regions of the same degree of heat or cold. Red lines of 60 degrees and 70 degrees, showing the summer temperature at San Diego, also inclose Alaska and Siberia. Blue lines of 50 degrees and 60 degrees, showing the winter temperature at San Diego, inclose Egypt and Arabia. Thus San Diego may be said to have Alaskan summers and Egyptian winters.

GENERAL CONSIDERATIONS.

The State Teachers College of San Diego offers the following advantages:

A flexible, all-the-year calendar;

A large and strong faculty and a student body not too large for individual work:

Unusual opportunities for out-of-door recreation and physical development on land and water;

An efficient appointment service.

THE COURSES OFFERED.

- 1. For the elementary school certificate; see p. 14.
- 2. Collegiate courses, available also for the intermediate school certificate; see pp. 18-28.
- 3. Fellowship courses leading to special certification; see p. 17.
- 4. Departmental teachers' courses; see p. 17.
- 5. A vocational home economics course; see p. 31.
- 6. Summer session courses for school officers and teachers; see bulletin to be issued in April, 1922.
- 7. Fine and industrial arts; pp. 33-43.

THE STUDENT ADVISORS.

Concerning matters of student-body policy, leaves of absence,

pe	rsonal	advice	(mer	n),	use o	f build	lings,	etc	~	-	-	***
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Concerning student-body affairs - The President of the Student Body

Concerning relations to the training school, to pupils, routine, etc.

The Principal of the Training School

THE TWO-YEAR CURRICULUM.

JUNIOR YEAR.

	Hours	Credit
Education I	54	3 00
Reading and Penmanship	54	1 50
Geography	36	2 00
Nature Study	36	2 00
Arithmetic	54	3 00
Music Methods	27	1 50
Art Methods	27	1 50
Education II-A	27	1 50
Education II-B	27	1 50
Physical Education	72	2 00
Special Electives (Ind. Arts, Fine Arts, Music, etc.)		3 00
General Collegiate Subjects, Elective		12 50
		25 00

SENIOR YEAR.

SENIOR TEAR.		
	Hours	Credit
Social Science	54	3 00
Education III	3 6	2 00
Education IV-B	36	2 00
Hygiene	36	2 00
Physical Education Theory	36	2 00
Physical Education Practice	72	2 00
Teaching (single)	90	5 00
Teaching (half day)	135	7 50
Special Electives (Ind. Arts, Fine Arts, Music, etc.)		3 00
General Collegiate Subjects, Elective		6 50
		35.00

The general collegiate electives must be taken from the following groups:

- 1. Language subjects, including both linguistic and literary courses in English of collegiate grade.
- 2. Natural science subjects, including mathematics, geography, the physical sciences, etc.
 - 3. Biologic1 science, including bionomics.
- 4. Social science, including rural life, selected aspects of history, sociology, political science, etc.
 - 5. Psychology, principles of education, ethics, esthetics, logic, etc.

The six units of special elective work must be taken in one of the following groups:

Manual and industrial arts. Music.

Household arts. Fine and applied art.

Physical education. Elements of agriculture.

THE THREE-YEAR CURRICULUMS.

(Leading to Special Elementary Certification.)

These must be arranged according to the following general prescriptions of the State Board of Education:

"The three-year curricula shall include 32 units additional to the number of units (64 plus 6 in physical education) required for the two-year curricula, which 32 units shall be selected and arranged to meet both the needs of individual students and the requirements of the State Board of Education as to the various types of certification; provided that candidates for special certification shall be required to meet the prescriptions, only, of the State Board of Education for such certification."

THE FOUR-YEAR CURRICULUMS.

The prescriptions of the State Board of Education read:

"The four-year curricula shall include 64 units additional to the number of units (64 plus 6 in physical education) required for the two-year curricula, which 64 units shall be selected and arranged to meet both the needs of individual students and the requirements of the State Board of Education as to the various types of certification; provided that candidates for special certification shall be required to meet the prescriptions, only, of the State Board of Education for such certification."

For graduation from the two-year curriculum, a student is required to do at least sixteen (16) units of work in residence, from any of the three-year curriculums not less than twenty-four (24) units of work in residence, and from any of the four-year curriculums not less than thirty-two (32) units of work in residence.

The regulations of the State Board of Education relative to special certification follow:

Regulations Governing Educational Institutions Accredited to Recommend Individuals for Special Certificates.

[Adopted August 21, 1915; Amended December 10, 1915.]

Educational institutions accredited by the State Board of Education are hereby authorized to recommend to county or to city and county boards of education, individuals who are qualified to receive certificates to teach special subjects in the public elementary and secondary schools of the state of California; provided, that each institution may recommend individuals only in such special subjects and for such grades of certificates as are mentioned in said authorization; and provided, further, that they may recommend candidates for the elementary or secondary special certificates only as follows:

Elementary Special Certificates.

Educational institutions may recommend an individual for the elementary special certificate; provided, (a) that such individual has had at least three years' instruction beyond that required for graduation from a high school maintaining a four-year course in advance of the eighth grade, or that he possess an equivalent amount of training; (b) that at least one-half of the said three years' instruction has been devoted to study or work in the special subject or subjects in which the individual is applying for certification and in such subjects as are strictly supplementary

thereto, as arranged and approved by the recommending authorities of the institution in which the work was taken, or that he possess an equivalent amount of special training; (c) that two-fifths of a year of the time required to be given to the special subject or subjects has been devoted to a study of the pedagogical subjects suited to the training of an elementary school teacher; at least one-third of which time shall be devoted to practice-teaching, including methods of instruction in the special subject or subjects, under competent supervision.

Secondary Special Certificate.

Educational institutions may recommend an individual for the secondary special certificate; provided, (a) that such individual has had at least four years' instruction beyond that required for graduation from a high school maintaining a four-year course in advance of the eighth grade, or that he possess an equivalent amount of training; (b) that at least one-half of said four years' instruction has been devoted to study or work in the special subject or subjects in which the individual is applying for certification and in such subjects as are strictly supplementary thereto, as arranged and approved by the recommending authorities of the institution in which the work was taken, or that he possess an equivalent amount of special training; (c) that at least two-fifths of a year of the time required to be given to the special subject or subjects has been devoted to a study of the pedagogical subjects suited to the training of a secondary school teacher; at least one-third of which time shall be devoted to practice-teaching, including methods of instruction in the special subject or subjects, under competent supervision.

Value of Certain Equivalents.

Time devoted in the secondary school period to study or work in the special subject or subjects in which the candidate desires certification may be substituted at the rate of half time for similar studies or work in the collegiate period. Such substitution shall not exceed one-half of the total time required in the special subject or subjects. One year's successful experience in teaching may be substituted for half of the required pedagogical work, and two years of said experience may be substituted for the entire pedagogical requirement.

On March 11, 1916, the State Teachers College of San Diego was authorized to certify to the preparation of individuals to receive elementary or secondary special certificates from county or city and county boards of education as specified herein:

1. Manual and Fine Arts type—Manual Training (elem.); Manual Training, including Bench Work in Wood and Cabinet Work, and such construction of a prevocational character as may be included in such a course (sec.); Wood Working Machinery and Wood Manufacture (sec.); Wood Turning and Pattern Making (sec.); Metal Art and Craft Work (elem. or sec.); Leather Art and Craft Work (elem. or sec.); Basketry and Weaving (elem. or sec.); Primary Construction (sec.); Sheet Metal Work (sec.); Freehand Drawing, Painting and Designing (elem. or sec.); Mechanical Drawing (elem. or sec.); Geometrical Drawing (sec.); Architectural Drawing (sec.); and such Drawing, Mathematics and Accounting as are strictly supplementary to regularly organized courses in said subjects.

- 2. Music type—Vocal Music (elem.); Piano Music (elem.); and such Musical Appreciation, Harmony and Composition as are strictly supplementary to regularly organized courses in said subjects.
- 3. Household Arts type—Household Science, Household Art or Household Economy (sec.); and such Drawing, Mathematics, Science and Accounting as are strictly supplementary to regularly organized courses in said subjects.
- 4. Physical Culture type—Physical Education and Training (elem.); Play and Playground Management (elem.); Athletics (elem.); and such Physiology, Hygiene and Anatomy as are strictly supplementary to regularly organized courses in said subjects.

DEPARTMENTAL COURSES.

These courses, requiring the equivalent of three years of work and made up of correlated electives arranged in consultation with the registrar, may be taken by qualified undergraduates, or by graduate students who wish to become departmental teachers. The courses are not intended for candidates for special certificates, recommendations for which will not be given by this institution except to a few selected holders of fellowships, as indicated below.

FELLOWSHIPS (Special Certification.)

Fellowships (without honorarium) have been instituted, a fellowship to be conferred by vote of the faculty on nomination of the department concerned, and to entitle the recipient to special training and to recommendation to county boards of education for the special elementary or the special high school certificate.

Candidates must be graduates of California, or equivalent, teachers colleges, and must submit satisfactory evidence of special fitness and attainment, or must be able to show two years of college or other equivalent training and special fitness.

Holders of fellowships who have done one year of satisfactory work, will be entitled to recommendation for the special elementary certificate, and those who have done two years of work will be recommended for the special high school certificate; provided, that within the period specified, they are able to meet the requirements of the State Board of Education, as printed above.

BRIEF DESCRIPTION OF THE PROFESSIONAL AND ELECTIVE COURSES.

Education and Psychology.

Education I-Analysis of Teaching Process.

This course includes brief studies in elementary educational psychology, with emphasis upon the principles of learning involved in the various school subjects and the corresponding teaching processes.

54 hours (3 semester hours.)

Education II-Psychology of the Elementary School Curriculum.

A brief study of the mental processes which are developed in learning the elementary school subjects. Collateral readings, class observations and demonstration lessons, with reports, will be required of all students.

(a) Primary. 27 hours (1½ semester hours.)

(b) Elementary. 27 hours (1½ semester hours.)

Note.—Education I is a prerequisite for this course.

Education III—School Law.

School administration as it affects the teacher, including her relations to administrative officers—and school law of California.

36 hours (2 semester hours.)

Education IVA-Rural School Problems.

The distinct purposes of this course are:

- 1. To lead students to realize the actual conditions of rural life through their own observation and through the study of the literature dealing with the subject.
 - 2. To discover what is being done to ameliorate rural conditions.
 - 3. To ascertain the part the school should take in this work.
- 4. To formulate some definite ideas and plans as to the service a teacher may render her community, and to equip her with specific methods for rural school teaching.

(Elective) 36 hours (2 semester hours.)

Education IVB-Class Management.

A discussion of the problems arising in connection with school room discipline; methods of securing a wholesome school "spirit" and the application of civic principles to school life.

36 hours (2 semester hours.)

Education V-Primary Education (Advanced).

This course is planned for students who are preparing to teach in the primary grades. It will consider the organization of the subject matter of these grades, and the relation between content and expression subjects. Special attention is given to reading.

(Elective) 36 hours (2 semester hours.)

Education VI-Pedagogy of the Problem-Project Method.

A discussion of the advantages to the learner of the organization of study around a large central topic or interest.

(Elective) 36 hours (2 semester hours.)

Education VII-Intelligence Testing: Theory and Practice.

A brief review of the history and rationale of intelligence testing is followed by a discussion of the Stanford revision of the Binet-Simon test, with demonstrations and practice.

The best group tests of intelligence are discussed and demonstrated. Experience in giving, scoring and interpreting results is required.

The purpose of this course is to give teachers information on the subject, to enable each student to find out if by inclination and endowment he is fitted to do scientific testing and to put him in the way of becoming skilled in giving and interpreting intelligence tests.

(Elective) 36 hours (2 semester hours.)

Education VIII-Achievement Tests: Theory and Practice.

A brief study of the best tests in the elementary school subjects which have been standardized. Practice in giving, scoring, tabulating and interpreting results.

Emphasis in this course is laid upon the significance of a diagnosis in relation to problems of grading, grouping and teaching.

(Elective) 54 hours (3 semester hours.)

TEACHERS COURSES IN THE STATUTORY COURSES OF THE ELEMENTARY SCHOOL CURRICULUM.

Reading.

This course includes a study of the psychology and hygiene of reading, with a further study of methods and materials suitable for the equipment of the elementary school teacher.

27 hours (13/4 semester hours.)

Arithmetic.

A discussion of the applications of psychology and experimental education to the teaching of arithmetic, together with study and observation of the newer methods as used under ordinary class room conditions.

54 hours (3 semester hours.)

Geography (Required World Geography.)

This course deals with the principles which determine the products and the manner of living on different parts of the earth's surface, and is largely mathematical, meteoroligical and climatological. In addition, methods of teaching geography in the elementary school are studied and discussed.

36 hours (2 semester hours.)

Agricultural Nature Study.

The course aims to show the student what material, selected from the various sciences, may be woven into a nature study course suitable for children, with special reference to school and home gardening and agriculture.

The subject matter covered is partly drawn from the physical sciences, astronomy, physics, etc. (for the upper grades), and partly from life studies of the plant and animal world (for lower grades).

36 hours (2 semester hours.)

Music.

Methods and material for grades 1-8. (For a description of the course, see Music II.)

Art-Methods.

This course is a practical application of elements and principles to problems for grades 1-8, with further experience through lettering and poster making, and figure, flower and animal sketching and painting.

27 hours (1½ semester hours.)

Penmanship.

Methods and practice in the development of good penmanship will be included in this course. It is planned to meet the needs both of students in training for teaching and teachers in service.

27 hours (13/4 semester hours.)

PHYSICAL EDUCATION.

Candidates for graduation from the state teachers colleges are required to devote 144 periods to practical physical training and 36 hours to the theory of physical education. The purpose of the requirement is to give the student suitable regular exercise while developing wider knowledge of health principles, and to prepare for teaching physical education in elementary schools.

A record of the health history, physical conditions and measurements is kept, thus insuring wiser direction of individual activities.

Gymnasium suits are uniform in cut and color, hence students are advised not to secure suits before seeing the Director.

Credit: 2 hours for theory, and 2 hours for each year of physical training.

Outline of Physical Training Activities.

Junior Year.

SEMESTER I.

Swedish gymnastics; calisthenics with marching and running; rope jumping; balance beams; wands; volley ball.

SEMESTER II.

Decathlon tests; study of games through participation; reference reading and notes.

Senior Year.

SEMESTER I.

Folk dancing; pentathlon tests; dumb bells and marching with music.

SEMESTER II.

Applied methods in Athletics.

Folk dancing.

Students wishing a special elective major in physical education may secure the necessary credits in the summer sessions. A few teachings in physical training are available for students having sufficient training and equipment.

HISTORY AND POLITICS.

Modern European History.

A comprehensive review of European history from about 1500 A. D. with special emphasis upon the development of social, political, and economic institutions. The first half extends to the French Revolution and the second to the present including the fundamental causes of the world war.

108 hours (54 hours each semester.)

Diplomatic History of the United States.

The United States in its world setting. A study of American history from the point of view of foreign nations with which the United States has had relations from colonial times to the present. How world affairs have influenced the history of the United States.

108 hours (54 hours each semester.)

Government.

Comparative study of governments and parties of Europe, with emphasis upon France and Great Britain.

54 hours (3 semester hours.)

GEOGRAPHY.

Physiography.

This is an introductory course in the study and appreciation of land forms, and a general treatment of weather and climate.

54 hours. (3 semester hours.)

Europe.

This course deals with the races of Europe, the new boundary lines, and the economic geography of the several countries.

54 hours. (3 semester hours.)

South America.

The aim of this course is to acquaint the student with South America as it is today. The social and industrial conditions of each country are discussed, and also the place of each country in the commercial world. Each important industry is discussed from the viewpoint of the entire continent, and also with regard to each country. The future possibilities of the continent are studied, with particular reference to international, commercial and industrial relations.

54 hours. (3 semester hours.)

Human Geography.

Human geography deals with man's reactions to his physical environment. The course will be based on recent studies in this field, such as the one contained in the text, "Principles of Human Geography," by Huntington and Cushing.

36 hours. (2 semester hours.)

Commercial Geography.

This course is adapted to the needs of students taking a general commercial course, as well as to the needs of those desirous of securing college work of cultural value.

54 hours. (3 semester hours.)

ENGLISH.

English I. A.

This course consists largely of remedial work for individuals who are deficient in the elements of English composition and grammar.

(No credit.)

Literature I. Modern Prose Fiction.

Lectures and class discussion, with required reading in recent and contemporary English, American, and European prose fiction, including the drama.

54 hours. (3 semester hours.)

Literature II. Modern English and American Poetry.

Lectures with illustrative readings from modern English and American poetry, from Tennyson and Browning to Masefield and other poets of the present day.

54 hours. (3 semester hours.)

Literature III. American Literature.

Lectures and class discussion, tracing the development of the American spirit, as expressed through typical writers and orators, from colonial days to the 20th century.

54 hours. (3 semester hours.)

Literature IV. World Literature.

A survey of books and bodies of literature that have taken form with the development of folk consciousness and are immediate sources or direct expressions of European and American culture. Some of these are the Hebrew Bible, Greek Epic and Tragedy, Norse Saga, Fairy and Folk lore, Medieval Romance, the Faust story.

54 hours. (3 semester hours.)

Literature V. Shakespeare.

Reading of the important plays and particular consideration of a few typical ones. Study of Elizabethan life and of the development of the Shakespearean drama. Comparisons with other dramatic literatures.

36 hours. (2 semester hours.)

Literature VI. Periodical Literature.

A course dealing with current conditions and developments in art, science, politics, sociology, etc., as recorded and discussed in leading periodicals, with the object of promoting intelligence in the reading of history in the making.

36 hours. (2 semester hours.)

Literature VII. The Short-Story.

A course combining advanced narrative composition with the study of typical modern short-stories. The aim is to assist in the realization of the human, and hence literary, values of the circumstances and experiences of ordinary life.

36 hours (2 semester hours.)

SOCIOLOGY.

Social Ethics.

This course is required of all students, and will be given in the junior division. It will include lectures and readings in social usage.

18 hours (1 semester hour.)

Social Economics.

This course is intended to supplement the course in home making. It deals with community making and the elements of political economy and sociology. Such topics are investigated and discussed as exchange, finance, movement of population, industrial problems, race influences, national development, political and social tendencies. The class investigates the various elements of community welfare and reports results for discussion. Problems in rural sociology are discussed.

54 hours (3 semester hours.)

AGRICULTURE.

Agricultural Nature Study.

The course aims to show the student what material, selected from the various sciences, may be woven into a nature study course suitable for children, with special reference to school and home gardening and agriculture.

The subject matter covered is partly drawn from the physical sciences, astronomy, physics, etc. (for the upper grades), and partly from life studies of the plant and animal world (for lower grades).

36 hours (2 semester hours.)

Agriculture I and II.

In the first course the fundamental principles of agriculture are studied. Special attention is given to phases of the subject suitable for use in the elementary school where agriculture is taught, or where nature study is given an agricultural trend.

The second course is a study of horticulture. Ornamental trees, shrubs, vines and flowers, such as are commonly used in California, are given a large share of attention. Outdoor study and lath house work throughout the course.

Each 36 hours (2 semester hours.)

MUSIC.

Music I-Prerequisite Coach Class Work.

A course in the rudiments of music and in elementary theory, with daily practice in recognition and singing of rhythmic and tonal figures; study of chromatics, major and minor scales, intervals, practical transposition, correct notation, music terminology and sight singing in one, two and three parts. All problems are approached through both ear and eye experience. No theoretical work is given without thorough practical application. This course is prerequisite to Music II. Advanced students are excused from this course by special examination.

27 hours (11/2 semester hours.)

Music II-Methods.

This is an abridged course in music methods for grades 1-8. It is required of all students. No time is given to the study of music as a subject in itself, all attention being devoted to the consideration of methods of presentation adapted to the various grades. Ability to comprehend musically the subject matter under discussion, is prerequisite to credit in this course. It includes study of the problems of:

- A. The sensory period—grades 1, 2, 3.
 - The rote song, treatment of monotones, organized ear training, introduction of eye work (analytic and synthetic methods.)
- B. The associative period—grades 4, 5, 6.

Organized study of problems of tone, time and theory found in song material studied—c. g., Books Two and Three, California State Textbook; two and three part music.

- C. The adolescent period—grades 7. 8.
 Organization of girls', boys', and mixed choruses; seating, conducting; the changing voice; teaching the tenor and
- D. Brief examination and discussion of series of textbooks most commonly used at this time, and of the State texts.

27 hours (1½ semester hours.)

Music III.

A course in music appreciation and in the history of music.

bass parts; selection of choral material.

54 hours (3 semester hours.)

BIOLOGY.

I. General Biology.

This is a foundation course for beginners. It deals with the application to human life of the broad principles of biology and includes such topics as:

The properties of cell substance; the source and utilization of vital energy; the metabolism of plants and animals, their interrelations and societies; the cycle of elements in nature; disease and human progress; development, growth and evolution of organisms; a brief history of biology.

Lectures, demonstrations and laboratory exercises.

(3 units each semester.)

II. General Zoology.

An introductory course in animal biology dealing with:

A. First semester:

The structure, behavior, development and economic significance of typical invertebrate forms and a brief systematic survey of the involved phyla.

B. Second semester.

A similar study of vertebrate types with emphasis on the amphibian for development and lower mammal for system study, and the general principles of evolution and inheritance, of variation and distribution.

Lectures, 2 hours; laboratory, 6 hours. 4 units each semester.

III. General Botany.

A course in the fundamentals of botany dealing with:

A. First semester:

A study of the structure and behavior of the plant machine as a whole; the morphology and physiology of seeds, seedlings, roots, stems, leaves, flowers and fruits; the development of seed plants.

B. Second semester.

Type studies from the lower divisions of the plant kingdom and the classification, ecology, distribution and economic relations of plants. (Given in 1922-1923.)

Lectures, 2 hours; laboratory, 6 hours. 4 units each semester.

IV. Human Biology.

A course in physiology for professional students designed to serve as a foundation for work in hygiene and theory of physical education. It includes:

The structure, functions and growth of bones and muscles especially in relation to posture training and muscular exercises.

The processes of alimentation, circulation, respiration and elimination as a basis for later studies in nutrition, health indices of children, skin hygiene, etc.

Physiology of the nervous system and the sense organs as an aid to the study of psychology, the development of coordination and the detection of ear and eye defects in school children.

Lectures, laboratory, readings, demonstrations, 5 hours. One semester, 3 units.

V. Hygiene.

A course for professional students, designed to acquaint them with the principles of personal hygiene and public health, especially as applied to the relations of teacher and pupil, and including:

The phenomena of reproduction, sex, inheritance and the influencing factors of environment.

Human embryology, prenatal and postnatal development.

Glands of internal secretion, their influences and reactions.

Principles of bacteriology in modern theories of disease and sanitation.

Diseases, physical defects and health indices of school children. Lectures and demonstrations, 3 hours. One semester, 3 units.

Note: Standards and practices in health measurements and practical methods in posture training as applicable to elementary school children, as well as the treatment of emergencies are developed in the Theory of Physical Education as described under Physical Education.

HOME ECONOMICS. Introductory.

The department of home economics offers to normal school or teachers college graduates, and to those who have had equivalent preparation as outlined below under the head of "Course in Vocational Home Economics," a two-year course leading to the special secondary household arts credential.

Students who have completed the regular two-year course may qualify, by meeting the prescriptions of the State Board of Education, for the special elementary credential in household arts. Ordinarily this will require not more than an additional year of work, provided that sufficient elective courses in household arts were taken in the regular course. Qualified high school graduates may complete the course in three years,

Home Economics: Special Courses.

Principles of Cookery I.

A course designed to give a working knowledge of the general principles of cookery, dealing with the selection, preparation and methods

of cooking the various types of food ordinarily served in the home and those which are used in the teaching of elementary cookery. (Prerequisites—one semester each of general chemistry and botany.)

108 hours (3 semester hours).

Science of Foods (Advanced Cooking) 11.

A study of the classification of foodstuffs; their production and chemical composition; economic problems of food supply. (Prerequisites—one semester each of general chemistry, household chemistry, household physics, botany.)

108 hours (3 semester hours).

Institutional Cookery.

This course is designed to give practice in handling materials in large quantities. It will include some practice in the selection and preparation of meals for the school cafeteria. Training in marketing, accounts, dining room supervision and serving will be given. (Open to advanced students in home economics and to special students by arrangement.)

108 hours (3 semester hours).

Experimental Cookery.

The purpose of this course is to develop skill in the technique of cookery by a comparison of the various methods of preparation of specific foods and the results obtained. (Open only to advanced students in home economics.)

72 hours (2 semester hours).

Elementary Dietetics.

A study is made of the composition and nutritive value of various food materials and their relation to nutrition; the underlying principles of human nutrition and their application to the feeding of individuals, families and larger groups, special stress being laid upon the feeding of infants and children. (Prerequisites—general chemistry, household chemistry, botany, physiology, bacteriology and cookery I and II.)

72 hours (2 semester hours).

Nutrition (Advanced Dietetics).

This course includes a thorough study of all metabolic processes involved in human nutrition; the relation of dietetics to various diseases of the alimentary tract and to the various deficiency diseases; planning menus for normal and abnormal conditions.

72 hours (2 semester hours).

Household Chemistry.

This course includes a laboratory study of the composition and properties of various foodstuffs; effect of various types of cooking utensils on food products; soap-making, soap powders, scouring agents, and polishes; economy of fuels, etc. (Prerequisites—general chemistry, cookery I and II.)

72 hours (2 semester hours).

Household Physics.

The purpose of this course is to teach the use and care of equipment of homes and institutions, with particular reference to the principles of physics involved. The course will deal with water supply, plumbing, heating, ventilation and refrigeration. (Prerequisites—general chemistry, household chemistry, cookery I and II.)

72 hours (2 semester hours).

Home Nursing.

This is a summer session course given, usually, under the auspices of and provided by the Red Cross. It includes care of the patient under home conditions, first aid, control of communicable diseases, etc., etc. Given in summer sessions only.

20 hours (1 semester hour).

Textiles and Clothing.

The courses in this field present a survey of textiles and clothing, including a study of textile fabrics, their identification and grading with regard to use and value for clothing and household furnishing.

72 hours (2 semester hours).

Elementary Clothing and Handwork.

This course includes practice in the following: Use of the sewing machine and its attachments; making of fundamental stitches; use of commercial patterns; hand and machine sewing applied to undergarments and a plain wash dress; darning, patching and simple embroidery.

72 hours (2 semester hours).

Advanced Sewing.

This course aims to teach the tailored type of garment, the tailored waist, woolen dress and remodeling.

72 hours (2 semester hours).

Millinery I.

This course provides a foundation for the course that follows, and is arranged to meet the demands of teachers in high schools and in "Smith-Hughes" classes.

A study of equipment, tools, millinery stitches, materials used in the construction of buckram, rice net, willow and wire shapes, design, and pattern drafting.

The making of ribbon bows, cabochons, flowers, imitations of fruits and flowers, and novelty trimmings.

Cleaning velvet, felt, lace, and feathers. Tinting flowers and feathers. Covering a frame with velvet or other materials suitable to the season. Proper lining of hats.

72 hours (2 semester hours).

Millinery II.

Prerequisite, Millinery I.

A study of millinery shop methods and business practice.

Millinery for special occasions. Examples of millinery facings. Study of braids. Making and trimming a braid hat. Wire frame construction and covering of same. Fancy and draped crowns. Factory made trimmings. Organdie flowers. Courses of study in millinery.

72 hours (2 semester hours).

Home Economics: General Courses.

Home Making.

This course is planned to give students a general view of the place of the household in society. It will deal with the administration of the home, and its sanitary, economic, legal and community problems. Emphasis will be placed on management, housing and clothing problems, and the ethics of home making.

36 hours (2 semester hours.)

Home Economics in the Rural School.

This course is designed to meet the needs of the teacher in the rural school. Methods of teaching cookery, sewing, sanitation and allied subjects will be presented. Low priced equipments will be studied, and courses which can be given in the one-room school will be suggested.

Laboratory methods.

36 hours (2 semester hours.)

Note.—The courses listed above are offered only as scheduled from semester to semester. To avoid misunderstandings, students wishing to take any of them should, before registration, secure from the Registrar the calendar and schedule of these courses.

VOCATIONAL HOME MAKING COURSES.

First Year.

Plays and Games Story Telling 30 Chemistry — 60 60 Story Telling Story Telling 30 and — 60 60 Rural School Problems — 30 Education I — 60 60 60 Physiology — 60 Sewing I — 60 60 60 60 Chemistry and Household Physics — 60 Bacteriology — 60 60
Interior Decoration 30 and 60 Rural School Problems 30 Education I 60 Physiology 60 Sewing I 60 Chemistry and Art I 60 Household Physics 60 Bacteriology 60 Laundering 24 Chemistry 60 Sewing 60 Vocational Education 60 Costume Design 36 Science of Foods 60
Rural School Problems 30 Education I 60 Physiology 60 Sewing I 60 Chemistry and Art I 60 Household Physics 60 Bacteriology 60 Laundering 24 Chemistry 60 Sewing 60 Vocational Education 60 Costume Design 36 Science of Foods 60
Physiology 60 Sewing I 60 Chemistry and Art I 60 Household Physics 60 Bacteriology 60 Laundering 24 Chemistry 60 Sewing 60 Vocational Education 60 Costume Design 36 Science of Foods 60
Chemistry and Household Physics 60 Bacteriology 60 Laundering 24 Chemistry 60 Sewing 60 Vocational Education 60 Costume Design 36 Science of Foods 60
Household Physics 60 Bacteriology 60 Laundering 24 Chemistry 60 Sewing 60 Vocational Education 60 Costume Design 36 Science of Foods 60
Laundering 24 Chemistry 60 Sewing 60 Vocational Education 60 Costume Design 36 Science of Foods 60
Sewing 60 Vocational Education 60 Costume Design 36 Science of Foods 60
Costume Design 36 Science of Foods 60
Biology 60 Observation 30
Second Year.
Foods and Dietetics 60 Hygiene and Home Nursing_ 60
Teaching Nutrition 60
or Social Economics 60
Millinery \\ \rightarrow \tag{Teaching}
or
Institutional Cookery Millinery
Home Gardening 48 or
School Law 48 Institutional Cookery
Home Reading 60
Required. Electives.
Seminar: Arts and Crafts:
Home and School Plant) Weaving
Economics of Household - 60 Basketry
Place of H. E. in Ed. Applied Arts
Advanced Dressmaking 60 Advanced Millinery
Teaching Sewing
or Physiology
Millinery 2.20 Biology
or Trade Work of Any Kind
Institutional Cookery Rural Home Economics
Contemporary History 60 Teaching Allied Subjects
English or Literature
Typing
Social Ethics
Spanish

Note.—Courses in vocational home economics will be offered in future on the basis of semester hours conforming as closely as possible to the above.

The certification granted on completion of the course will be a secondary Household Arts Credential.

Applicants must be citizens of the United States, and have had four years of schooling beyond the elementary school and at least four years of experience in home management and household duties. This experience must have been gained after the age of eighteen years. Those persons having had maternal or other special care of children will be given preference. References as to character and general intelligence will be required, and an entrance examination, testing the applicant's ability to use spoken and written English, will be given.

In the year 1921 new students will not be received. Dates for matriculation in 1922 will be announced in the bulletin of that year.

FINE AND INDUSTRIAL ARTS COURSES.

INTRODUCTORY STATEMENT.

There is no service rendered to humanity by any group of people more worth while than that rendered by the teacher. Nor is there any kind of work which is so interesting as the building and molding of character and the development of the mental grasp of young people. The living, growing material that the teacher develops in the schoolroom and passes across to the world, is much more interesting to handle than is the dead, passive material handled in most other lines of work.

These outlines of courses are offered with the idea that they may present unthought-of possibilities to the student who is preparing to teach, or to the student who has not previously thought of teaching as an occupation.

BASAL REQUIREMENTS.

The three- and four-year courses in fine and industrial arts outlined in this bulletin are based upon the general professional curriculum of two years, (70 units). Of the seventy units of work included in the basal requirement, forty are of the general professional type, including the required six units in physical education, and thirty are elective, to be taken from the list of collegiate and special elective courses.

The Courses.

FIRST AND SECOND YEARS.

(Leading to the special elementary certificate.)

	(Leading to the special elementary certificate.)	
α.	Elements of sociology	Units 4
b.	Education and psychology	6
c.	Practice teaching	10
d.	California school law	2
e.	Physical education	6
е.	Study of the elementary school curriculum, including	U
	methods	12
		40
	General collegiate courses	24
	Special electives in fine or industrial arts	6
		-
	Total	70

Note: Part of the practice teaching may be in the special subjects.

THIRD YEAR.

(Leading to the special elementary certificate.)	
Prescribed units in special subjects	24
Free elective units, special and other subjects	8
Total	32
FOURTH YEAR.	
(Leading to the special secondary certificate.)	
Prescribed units in special subjects	24
Free elective units, special and other subjects	8
Total	32

Note: Practice teaching in the special subjects selected and courses in the pedagogy of those subjects, will make up part of the prescribed work in the third and fourth years.

THE COURSES IN FINE ARTS

One aim of the fine arts course is to qualify the teacher to teach fine art as a special subject to meet the constantly growing demand.

Other aims are to give the teacher such a foundation for appreciation and judgment that she will use her art knowledge in her everyday life, and to give her the methods by which she can so impart it to children that it will constantly function in their lives.

The principles of art are either used or abused. They can not be separated from the production and choice of those things with which man surrounds himself, his home, his garden, his work, his clothes. Art expression is doing the common things of life in a beautiful way.

While the direct aims are professional, sufficient skill is acquired to enable the student to branch into commercial lines should this ever prove to be desirable.

		List of Courses.	Hours	Units
Art	Coach	Class	36	0
Art	I.	Art structure	54	11/2
Art	II.	Advanced applied design	72	3
Art	III.	History and appreciation	72	4
Art	IV.	Stage craft	72	4
Art	VA.	Costume design	72	3
Art	VB.	Advanced costume design	54	2
Art	VIA.	Home decoration	72	3
Art	VIB.	Advanced home decoration	54	2
Art	VII.	Drawing, painting and perspective	54	2
Art	VIII.	Advanced drawing and painting, landscape		
	, 111.	and figure	54	2
Art	IX.	Lettering, illuminating and posters	72	4
Art	X.	Illustration	54	2
Art	XI.	Art Methods I	27	. 1
Art	XII.	Art Methods II	36	2
Art	XIII.	Art Methods III	36	2
Art	XIV.	Sketch class	54	11/2
Art	XV.	Life class	54	1
Art	XVI.	Modeling	54	1

Note: The courses listed above are offered only as scheduled from semester to semester. To avoid misunderstandings, students wishing to take any of them should, before registration, secure from the proper officer the calendar and schedule of the special courses in fine arts.

Address:

The Registrar,

State Teachers College,
San Diego, California.

In addition to the courses in fine arts, listed above, students who wish to complete courses for certification will be expected to take courses in the field of industrial arts, as follows:

	Hours	Units
Elementary Industrial Arts I. Grades 1-4 emphasized_	54	2
Elementary Industrial Arts II. Grades 5-9 emphasized	72	3
Industrial Arts I. Woodwork	90	3
Industrial Arts V. Mechanical drawing	90	3
Industrial Arts IX. Architectural drawing	90	3
Industrial Arts XII. Tin can toys and construction	36	1
Industrial Arts XIII. Art metal work	90	4

DESCRIPTION OF THE COURSES IN FINE ARTS.

Coach Class in Art Structure.

For all students not having had the equivalent in high school—an introduction to the fundamental elements and principles of space art.

Art Methods I.

Grades I-IV. Theory and practice with demonstration lessons.

Art Methods II.

Grades V-IX. Theory and practice with demonstration lessons.

Art Methods III.

Advanced theory, and curriculum planning.

Art I. (Art Structure.)

Continues the study of fine examples of painting, architecture, sculpture and handicrafts with the purpose of developing power to use principles of art through problems in composition and design.

Art II. (Advanced Applied Design.)

Advanced work in design applied through block printing, monoprinting, tie-dyeing, batik, painting, etc. It also includes principles applied to lettering and posters.

Prerequisite, Art Structure I.

Art III. (Art History and Appreciation.)

A study of architecture, sculpture, painting and handicraft from the dawn of art to modern art, through illustrated lectures, research work and discussion.

Art IV. (A Course in Art for the Stage.)

Posters, costumes and settings are designed for specific plays to be produced by the Dramatic Society. A miniature stage is used for trial effects.

Art VA. (Costume Design.)

A study of art elements and principles applied to dress in relation to general and individual types.

Art VB. (Advanced Costume Design.)

A study of the history of costume. Problems in design are carried out in actual materials. Blouses, smocks and other garments are designed and made.

Art VIA. (Home Decoration.)

Elements and principles of art studied in relation to the house, grounds, and room planning and decoration. Making the home beautiful with small expense is stressed, also what to do with the old house and furniture. Study of period furniture and its influence on modern types.

Art VIB. (Advanced Home Decoration.)

Intensive study of period styles—study of rugs, furniture, textiles and handicrafts in relation to house furnishing, with original designs, in each. Color studies for rooms—details for fireplace, etc.

Art VII. (Drawing, Painting and Perspective.)

Drawing and painting from still life, flowers, animals and figures, working for interpretative line and free use of color. Study of perspective with problems in still life, and out-of-door sketching.

Art VIII. (Advanced Drawing and Painting.)

Advanced perspective in out-door sketching, and landscape painting, with figure.

Art IX. (Lettering, Illuminating and Posters.)

Use of various pens and lettering brushes in mottoes, illuminated texts, booklets and posters.

Art X. (Illustration.)

Study of modern illustrators and their types of work. Problems in illustrating children's stories, novels, etc., in wash drawings, etching or mono-printing and color.

Art XIV. (Sketch Class.)

Advanced landscape composition, including out-door and studio work.

Art XV. (Life Class.)

Advanced painting from costume model.

Art XVI. (Modeling.)

Modeling in clay from casts, illustration and life, in the round, in low relief and in intaglio.

THE COURSES IN INDUSTRIAL ARTS

"No study of the practical arts can be rated as satisfactory or complete which substitutes for education mere training, nor which sub-ordinates education to training."—Bonser.

We recognize, however, that in order to obtain the greatest amount of education from the practical arts, the development of a reasonable amount of technical skill is necessary.

		List of Courses.	Hours	Units
Elementary	Indust	rial Arts I	54	2
		rial Arts II	72	3
Ind. Art		Woodwork	90	3
Ind. Art	II.	Woodwork	90	3
Ind. Art	III.	Elementary Cabinet Work	90	3
Ind. Art	IV.	Cabinet Work	90-180	3-6
Ind. Art	V.	Mechanical Drawing	90	3
Ind. Art	VI.	Mechanical Drawing	. 90	3
Ind. Art	VII.	Mechanical Drawing	90	3
Ind. Art	VIII.	Machine Drawing	90	3
Ind. Art	IX.	Architectural Drawing	90	3
Ind. Art	X.	Industrial Arts Methods	54	3 .
Ind. Art	XI.	Concrete Work	36	1
Ind. Art	XII.	Sheet Metal Work, Tin Can Toys	36	1
Ind. Art	XIII.	Art Metal Work	90	4
Ind. Art.	XIV.	Printing	90	3
Ind. Art	XV.	Advanced Printing & Organization	90 ·	4
Ind. Art	XVI.	Turning	90	3
Ind. Art	XVII.	Leather Work and Shoe Repairing	54	2
Ind. Art X	CVIII.	Electrical Work	36	1
Ind. Art	XIX.	Internal Combustion Engines	90	3
Ind. Art	XX.	Farm Mechanics	90 ·	3
Ind. Art	XXI.	Elementary Pat. Work, Molding-	90	3
Ind. Art	XXII.	Pottery	54	2
Ind. Art X	XIII.	Weaving	54	. 2
Ind. Art X	XXIV.	Bookbinding	54	2
Ind. Art	XXV.	Basketry	54	2

Note: The courses listed above are offered only as scheduled from semester to semester. To avoid misunderstandings, students wishing to take any of them should, before registration, secure from the proper officer the calendar and schedule of the special courses in industrial arts.

Address:

THE REGISTRAR,

State Teachers College,

San Diego, California.

In addition to the courses in industrial arts listed above, students who wish to complete the courses for certification will be expected to take courses in art as follows:

	Hours	Units
Art Coach Class or its equivalent	36	
Art XI. Art Methods I	27	1
Art XII. Art Methods II	36	2
Art III. Art History and Appreciation	72	4
Art IX. Lettering, Illuminating and Posters	72	4
Art I. Structure	54	11/2
Art II. Advanced Applied Design	72	3

DESCRIPTION OF COURSES IN INDUSTRIAL ARTS.

Elementary Industrial Arts I.

Deals with the forms of industrial art practical in the first four grades. The projects involve weaving and dyeing in textiles and basketry, paper and cardboard construction, simple binding and work in clay and wood, all given in their relations to other subjects and human needs.

Elementary Industrial Arts II.

A course similar to the above, but with projects suitable to grades five to nine.

industrial Arts I. - Elementary Woodwork.

This course will show the possibilities of woodwork in the elementary grades. The reading of blueprints, the development of simple wood finishes, and study of the important woods form an essential part of the course. Shop work, demonstrations and lectures.

- (a) Study of woods and their working qualities, paints and enamels, mixture and application, making various silhouette and mechanical toys.
- (b) Tool operations and the application of constructional principles suitable for sixth and seventh grade work. An analysis of tools and principles involved. Care and adjustment of tools, etc.

All projects adapted to grade work and classified by grades.

Industrial Arts II. Advanced Woodwork.

Tool operations and the application of constructional principles suitable for eighth grade work. An analysis of tools and principles involved. Proper care and adjustment of tools. Attention is given to the various methods of assembling, and several different finishes are developed. Projects are to a large extent typical of the eighth grade and include original designs. Shop work, demonstrations and lectures.

Industrial Arts III.

Elementary cabinet work. Tool and machine operations involving mortise and tennon joints. At least one simple problem in upholster-

ing. Proper use of various clamps in assembling. Excursions to study various types of furniture.

Industrial Arts IV. Cabinet Work.

Tool, machine operation and finishing processes naturally included in cabinet work are taught. Advanced finishing operations are demonstrated. Upholstering or caning must be included in this project. Study of fine cabinet woods and selection of the same.

Industrial Arts V. Mechanical Drawing.

This course includes free-hand lettering, geometric constructions, simple working drawings, isometric and cabinet projections, shop sketching, tracing and blueprinting.

Industrial Arts VI. Mechanical Drawing.

This course includes free-hand lettering, evolutions, orthographic projections, sections, a few simple developments, shop sketching, furniture design, tracing and blueprinting.

Industrial Arts VII. Mechanical Drawing.

This course includes lettering, penetrations and developments, with practical applications to sheet metal drafting, tracing and blueprinting.

Industrial Arts VIII. Machine Drawing.

This course includes the drawing of simple machinery, standard fastenings, and machine parts or details, also the consideration and application of the rules and formulae from which the standard sizes are worked out.

Industrial Arts IX. Architectural Drawing.

This course includes simple house planning. A set of drawings to scale showing floor plan, elevations and some details of construction. A set of specifications wherein are stated the kind and qualities of materials to be used. A bill of materials and an estimate of labor cost.

Industrial Arts X. Special Methods.

Classification of tools, operations and projects. Planning of courses from the fifth grade through the high school. Equipment, costs and installation. Cost charts for various courses are worked out in class. General organization of material and its value as well as methods of presentation.

Industrial Arts XI. Concrete Work.

This course includes the study of materials and their values in the different mixtures. The proper mixture of concrete for different purposes and simple reinforcement, as used in posts, beams, tanks, walls, etc. Each student will make practical application of the above in the

laboratory by making small test beams and breaking on small machine of compound levers, and by making a series of small useful and practical projects, as well as some larger class projects.

Industrial Arts XII. Sheet Metal Work-Tin Can Toys.

Use of ordinary sheet metal machines and tools, application and use of development drafting in the making of pans, measures, etc. Making of useful articles and toys from waste product (tin cans), such as cooky cutters, scoops, etc.

Industrial Arts XIII. Art Metal Work,

Instruction is given in etching, bending, soft and hard soldering, riveting, saw-piercing, enameling and raised work. Materials used are copper, brass and aluminum.

Industrial Arts XIV. Printing.

This course follows the logical order of processes in learning printing—composition, distribution, imposition, proofreading, press work, job printing, methods of illustrating. Class work—historic methods of transmitting knowledge, discovery of movable type, invention of printing press, composition of ink, monotype and linotype machines, methods of illustrating, excursions, etc.

Industrial Arts XV. Advanced Printing and Organization.

Industrial Arts XVI. Turning.

This work includes instruction in the proper care of the lathe and lathe tools, as well as practical turning between centers, also face plate and chuck work.

Industrial Arts XVII. Leather Work and Shoe Repairing.

Study of tanning and tanning of hides. Different methods of building shoes. Sewed and nailed soles. Sewed and cement patches. A few simple projects in tooled leather.

Industrial Arts XVIII. Electrical Work.

Elementary switch and wire work, with special study of insulation. Elementary study of wireless with building of simple receiving set.

Industrial Arts XIX, Internal Combustion Engines.

This is entirely an informational course. Different types of carburetors, ignition systems, starters, engines, etc., are taken apart by the students, the various principles involved explained, the parts reassembled, adjusted and made to function in place on the machine.

Industrial Arts XX. Farm Mechanics.

Simple rope work, as splices, eyes, etc. Elementary forging, instruction in the building and care of fires, and the use of the various tools.

Practice is given in the different processes such as drawing out, bending, fullering, swaging, upsetting, welding, tempering, etc. Study of materials.

Industrial Arts XXI. Elementary Pattern Work and Molding.

The princples of pattern construction, and the uses of the shrink rule, the finish allowance, draft allowance, fillets, etc., are practically taught by the making of one piece and split patterns with core prints and core boxes. The correctness of design and necessity for the various allowances are proved by actual molds and castings (in soft metal) made from these patterns. The making of molds from different kinds of patterns, the art of ramming, venting, parting, gate cutting, core making, and other molding processes, are taught through actual individual work.

Industrial Arts XXII. Pottery.

Building pottery forms by hand and potter's wheel. Glazing. Casting in cement.

Industrial Arts XXIII. Weaving.

Weaving on two heddle and four heddle hand and floor looms with stress on color, harmony, pattern and workmanship. Also weaving on rug looms.

Industrial Arts XXIV. Bookbinding.

Bookbinding emphasizing the art quality and workmanship in handbound books and portfolios, and correlated with the lettering and illuminating of Art IX.

Industrial Arts XXV. Basketry.

Reed, raffia and native-material baskets, with emphasis on form, workmanship, coloring and preparation of materials.

ROSTER OF STUDENTS.

GRADUATES FROM APRIL 4, 1920, TO JUNE 18, 1920.

Arnett, Ruby Dorris	Ontario
Beckwith, Grace	_Escondido
Arnett, Ruby Dorris Beckwith, Grace Brazee, Norma Phorewer, Marjorie Elizabeth	oenix. Ariz.
Brewer, Mariorie Elizabeth	El Centro
Bruning Pleasant	San Diego
Bruning, PleasantClick, Dora Mildred	San Diego
Crosland, Mrs. Lessie B	San Diego
Dalton Frances Margaret	San Diego
Dalton, Frances Margaret Donnelly, Ruth Drake, Zoe	San Diego
Drake Zoe	San Diego
Dyles Dorothy	Loan Diego
Edwards Halans D	Imperial
Dyke, Dorothy Edwards, Helene P Fox, Margaret Bidwell	-San Diego
Company Dones Budwell	-San Diego
Gannon, Pansy Eudora	-San Diego
Georgia, Mrs. May Atcheson	_San Diego
Hall, Irene AnneNew	castle, Me.
Hall, Irene Anne	_San Diego
lams, Gertrude	_San Diego
Jack, Edith VFarm	nington, Ia.
Jones, Thelma R.	Grossmont
King, Rachel Winslow	Chula Vista
Kyle, Mrs. Minnie Sawver	_San Diego
Lewis, Dorothy H.	_San Diego
Morrow, Rose	_San Diege
Peck, Elizabeth	San Diego
Perkins, Martha Sheldon, Ruby Louise Shepherd, Mrs. Emma B.	_San Diego
Sheldon, Ruby Louise	La Verne
Shepherd, Mrs. Emma B	San Diego
Waters, Gwendolen Rachel-	Chula Vista
Wenrich, Mrs. Bessie B	San Diego
Wolfe, Estelle Virginia	San Diego
Wolfe, Estelle Virginia Young, Alice	San Diego
	-pan Diego

Vocational Home Economics Course.

Drake, ZoeSan	Diego
Everly, Mrs. Nest HarrietSan	
Georgia, Mrs. May Atcheson_San	Diego
Hunter, Mrs. AnnaSan	Diego
Loveland, Esther AChula	Vista
Smale, Mrs. AdeleSan	Diego
Wenrich, Mrs. Bessie BSan	Diego

GRADUATES AUGUST 6, 1920.

Austin, Ava AnnaSheridan, Wyo.
Bishop, Mrs. Louise LYuma, Ariz.
Clayton, Muriel ASan Diego
Freshman, MayDenver, Colo.
Guadagnini, LuiginaSan Diego
Hughes, MaePortland, Ore.
Hunter, Mrs. AnnaSan Diego
Laughlin, Mary LidaSeattle, Wash.
Lee, OraTucson, Ariz.
Martin, Mrs. Margaret Mayberry
San Diego

San Diego
Pannell, Lucy MEscondido
Parmateer, WilmaSan Diego
Schroeder, LouiseSan Diego
Smale, Mrs. AdeleSan Diego
Smith, Mrs. Ernesta DEugene, Ore.
Swanson, AliceSantee

Vocational Home Economics Co	ourse.
Anderson, Edna DCon	
Martin, Mrs. Margaret Mayberry	
San	
Prall, Mrs. Mary CrusanSan	Diego

GRADUATES FROM AUGUST, 1920, TO DECEMBER 10, 1920.

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Andones Man Alf- William I A 1.
Anderson, Mrs. Alla Wood_Los Angeles
Arnold, Mrs. Elsie G Denver, Colo.
Ragley Nollie D Kentucky
Dagiey, Weille R Kentucky
Ball, HazelLos Angeles
Bouck Albert Cecil Delanson N V
Douck, Hibert CcentDelanson, 11. 1.
brown, Mrs. Nina LyonCorodano
Butts, FannieSan Diego
Carpenter Sylvia Hemat
Carpenter, Sylvia
Anderson, Mrs. Alfa Wood Los Angeles Arnold, Mrs. Elsie GDenver, Colo. Bagley, Nellie R Kentucky Ball, Hazel Los Angeles Bouck, Albert CecilDelanson, N. Y. Brown, Mrs. Nina LyonCorodano Butts, Fannie San Diego Carpenter, Sylvia Hemet Clark, Mary Eleanor San Diego Corblan Anna Marie
Coghlan, Anna Marie San Diego
Crane Alice Lillian Can Disas
Clane, Ance LimanSan Diego
Coghlan, Anna Marie San Diego Coghlan, Anna Marie San Diego Crane, Alice Lillian San Diego Day, Mrs. Emma J. Fallbrook Ditto, Mrs. Helen Williams Michigan Erfman, Mrs. Ruth Hildreth, Neb.
Ditto Mrs Helen Williams Michigan
E-f M. D. H. TI'll A N.
Eriman, Mrs. RuthHildreth, Neb.
Galbreath, Vera Leora Nevada, Ia. Hansen, Kareen San Diego Henderson, Elmer Albert San Diego Hov Helen Erker Clear Lebe Sen
Hansen Kareen Can Diego
Transen, Kareen
Henderson, Elmer AlbertSan Diego
Hoy, Helen Esther Clear Lake S D
Iones Willia W
Hoy, Helen EstherClear Lake, S. D. Jones, Willis WReedley Kantz, Pearl LucileSanta Monica
Kantz, Pearl LucileSanta Monica
Krotz, Mrs. Myrle Calexico Kuhn, Miriam San Diego Lankford, Mrs. Ida San Diego Lewis, Gwena Douglas, Ariz, Lunt, Burnett L. San Bernardino
Tr 1 Mr.
Kuhn, MiriamSan Diego
Lankford, Mrs. IdaSan Diego
Lewis Cwens Douglas Aris
Lewis, GwenaDouglas, Aliz.
Lunt, Burnett LSan Bernardino
McCain, GenevaSan Diego
McConnell Funice C Proumant
McCain, Geneva San Diego McConnell, Eunice G. Beaumont McCully, Mrs. Nelvina Hyink. Alton, Ia. McLeish, Beatrice Grace San Diego
McCully, Mrs. Nelvina Hyink_Alton, Ia.
McLeish Beatrice Grace San Diego
McMellen, May ElizabethRiverside
McMellen, May ElizabethKiverside
Marley, Ida BKansas Meacham, Mrs. Grace Myers_San Diego
Meacham Mrs Grace Myers San Diego
Meacham, Mis. Grace Myers-San Diego
Montgomery, Eva DoraSan Diego
Moore, KatherineLos Angeles
Origitt Dorothy Columbus Mo
Ovidit, Dolothy Columbus, Mo.
Reish, Bernice MOrange
Meacham, Mrs. Grace Myers_San Diego Montgomery, Eva DoraSan Diego Moore, KatherineLos Angeles Oviatt, DorothyOrange Shumway, Mrs. Ruth Sanger
Evenoville Ind
E, vansville, Ind.
Smith, Katherine BrassSan Diego
Smith Mrs Laura San Diego
V Dt Maria
Van Denburgh, Marion
Danadalkin XI X

GRADUATES FROM DECEMBER 27, 1920, TO MARCH 25, 1921.

Waring, Ellen_____San Diego

O'Neal, Kathryn Geneva San Diego Perrine, Mrs. Cora Fay New York Ritter, Cora Lee Santa Ana Shann, Theodosia San Diego Williams, Harriette San Diego Williams, Harriette San Diego GRADUATES FROM APRIL 4, 1921, TO JUNE 17, 1921. Ball, Florence M El Monte Bjornstad, Alice H San Diego Cavanaugh, Loma Geneva San Diego Cavanaugh, Loma Geneva San Diego Champion, Esther Frances San Diego Champion, Esther Frances San Diego Champion, Hilda Madison, Minn Harrah, Mildred E San Diego Harrids Beth F Oceaside Heffner, Kate Grayburn. Pasadena Hitchcock, Mary Putnam San Diego LaMain, Lucill Sybil San Bernardino Keliny, Emily M. San Diego McCord, Mrs. Caroline D. San Diego McCord, Mrs. Caroline D. San Diego Mack, Carolyn Elizabeth San Diego Mack, Carolyn Elizab		
Regulund, Selma A. Price, Utah Berglund, Selma A. Price, Utah Shann, Theodosia San Diego Williams, Harriette San Diego Williams, Harriette San Diego Williams, Harriette San Diego Gardou A. 1921. GRADUATES FROM APRIL 4, 1921. Ball, Florence M. El Monte Bjornstad, Alice H. San Diego Bullock, Mrs. Katherine A. San Diego Champion, Lesther Frances. Burbest Crews, Nam. Long Barbest Crews, Nam. Long Barbest Crews, Nam. Muriel Clara. San Diego Gavanaugh, Muriel Clara. San Diego Gardou Marghan, Muriel Clara. San Diego Clark, Carolyn W. San Diego Mardok, Opha Amanda. San Diego Mardok, Opha Amanda. Escondido Moore, Cathrine America. Chicago, Ill. Murphy, Iya Dell. Payson, Utah Petterson, Clara M. Seattle, Wash. Phillips, Stella. Tucson, Ariz. Philips, Stella. Tucs	O'Neal, Kathryn GenevaSan Diego 1	Bennett, Renouf O Long Reach
Ritter, Cora Lee. — Santa Ana Shann, Theodosia. — San Diego Williams, Harriette. — San Diego Ball, Florence M. — El Monte Bjornstad, Alice H. — San Diego Cavanaugh, Loma Geneva. — San Diego Champion, Esther Frances. — San Diego Champion, Esther Prances. — San Diego Cavanaugh, Loma Geneva. — San Diego Champion, Esther Prances. — San Diego Champion, Esther Prances. — San Diego Craves, Nam. — Frances. — San Diego Craves, Nam. — Frances. — San Diego Clare, Janet. — San Diego Harrids, Ball F. — Oceanide Heffner, Kate Grayburn. — Pasadena Hitchcock, Mary Putnam. — San Diego LaMain, Lucille Sybil. — San Diego LaMain, Lucille Sybil. — San Diego Mardock, Opha Amanda. — Escondido Moore, Cathrine America. Chicago, Ill. Murphy, Iva Dell. — Payson, Utah Petterson, Clara M. Seattle, Wash, Phillips, Stella. — Tucson, Ariz. Prince, Bertha M. — Yuma, Ariz. Pucher, Florence B. — San Diego Sheldon, Phebe. — Pomona Toepfermann, Frieda Carolins. — Diego Sheldon, Phebe. — Pomona Toepfermann, Frieda Carolins. — Diego Sheldon, Phebe. — Pomona Toepfermann, Frieda Carolins. — Diego Wills, Mrs. Margaret H. — San Diego Wintrow, Jeanne Bursk. — San Diego Sheldon, Phebe. — Pomona Toepfermann, Frieda Carolins. — Diego Sheldon, Phebe. — Pomona Toepfermann, Frieda Carolins. — Diego Sheldon, Phebe. — Pomona Toepfermann, Frieda Carolins. — Diego Sheldon, Phebe. — Pomona Toepfermann, Frieda Carolins. — Diego Sheldon, Phebe. — San Diego Wills, Mrs. Agnes Rosa. — San Diego Sheldon, Pester Frances. — Henderson, Margaret Edith. Mark, Mrs. Nisa Lyon. — Champion, Esther Frances. — Henderson, Margaret Edith. — Recommended for Intermediate High School Certification. — San Diego Wintrow, Jeanne Bursk. — San Diego Wintrow, Jeanne Bursk. — San Diego Wintrow, Jeanne Bursk. — San Diego Hall, Donna Marie. — San Diego Hall, Pomona Marie. — Sa	Perrine, Mrs. Cora FayNew York	Berglund, Selma APrice, Utah
Sulliams, Harriette San Diego Williams, Harriette San Diego GRADUATES FROM APRIL 4, 1921, TO JUNE 17, 1921. Rall, Florence M El Monte Bjornstad, Alice H San Diego Cavanaugh, Loma Geneva San Diego Cavanaugh, Loma Geneva San Diego Champion, Esther Frances. San Diego Champion, Esther Frances. San Diego Champion, Bether Frances. San Diego Champion, Muriel Clara San Diego Champion, Muriel Clara San Diego Hardison, Hilda Madison, Minn. Hampton, Muriel Clara San Diego Harris, Beth F Oceanside Hitcheock, Mary Puttum San Diego Harris, Beth F San Diego LaMain, Lucille Sybil. San Bernardino Little, Isabel Mary San Diego MacOrd, Mrs. Caroline D San Diego Mardock, Opha Amanda Escondido Moore, Cathrine America Chicago, Ill. Murphy, Iva Dell Payson, Utah Phillips, Schlara M Seattle, Wash. Phillips, Schlara M Seattle, Wash. Phillips, Schlara M Seattle, Wash. Phillips, Schlara M Sean Diego Rhein, Alham Madaline San Diego Sheldon, Phebe Pomona Teopfermann, Frieda Caroline Promona Teopfermann, Frieda Caroline San Diego Sheldon, Phebe Pomona Teopfermann, Frieda Caroline San Diego Wright, Mrs. Agnes Rosa San Diego Wright, Mrs. Agnes Rosa San Diego Wright, Mrs. Agnes Rosa San Diego Goodwin, Willamae San Diego Sheldon, Phebe Pomona Teopfermann, Frieda Caroline San Diego Wright, Mrs. Agnes Rosa San Diego Goodwin, Willamae San Diego Harwood, My Telen San Diego Harwood, My Telen San Diego Goodwin, Willamae San Diego Goodwin, Willamae San Diego Harwood, My Telen San Diego Harwood, My Tele	Ritter, Cora LeeSanta Ana	Berkley, Ruby CHoltville
Blanc, Ethel Elizabeth. — San Diego Bowen, Mildred M. — San Diego Brown, Mary Frances — Burbank Crews, Nan. — Long Beach Crant, Mary Frances. — Burbank Crews, Nan. — Long Beach Crant, Margaret. — Fairmount, Minn. Hampton, Muriel Clara. — San Diego Harris, Beth F. — Oceanside Heffner, Kate Grayburn. — Pasadena Longshore, Marian. — San Diego Mardock, Opha Amanda — Escondiod Moore, Cathrine America. Chieago, Ill. Murphy, Iva Dell. — Payson, Utah Petterson, Clara M. — Seant Diego Mardock, Opha Amanda — Escondiod Moore, Cathrine America. Chieago, Ill. Murphy, Iva Dell. — Payson, Utah Petterson, Clara M. — Seattle, Wash. Phillips, Stella. — Tucson, Ariz. Pucher, Florence B. — San Diego Russer, Charlotte M. — San Diego Wintrow, Jeanne Burss. — San Diego Wirght, Mrs. Agnes Rosa. — San Diego Wintrow, Jeanne Burss. — San Diego Harris, Elia Mary. — Sa	Williams Harriette San Diego	Blackman Phyllis Washington O
Ball, Florence M. — El Monte Bjornstad, Alice H. — San Diego Cavanaugh, Loma Geneva — San Diego Cavanaugh, Loma Geneva — San Diego Champion, Esther Frances — San Diego Champion, Esther Frances — San Diego Champion, Esther Frances — San Diego Champion, Bither Frances — San Diego Champion, Miritel Clara — San Diego Haraldson, Hilda — Madison, Minn. Hampton, Muriel Clara — San Diego Harris, Beth F. — Oceanside Heffner, Kate Grayburn — Pasadena Hitchcock, Mary Putnam — San Diego Heffner, Kate Grayburn — Pasadena Hitchcock, Mary Putnam — San Diego Kleinsmid, Mrs. Caroline D. — San Diego Mardock, Opha Amanda — Escondido Moore, Cathrine America — Chicago, Ill. Murphy, 1va Dell — Payson, Utah Petterson, Clara M. — Seattle, Wash, Phillips, Stella — Tucson, Ariz, Prince, Bertha M. — Yuma, Ariz, Prince, Bertha M. — Yuma, Ariz, Prince, Bertha M. — Yuma, Ariz, Prince, Bertha M. — San Diego Scheving, Margaret L. — San Diego Wintrow, Jeanne Bursk — San Diego Harriah, Esther — San Diego Alexander, Mary — Yuma, Ariz, Arndt, Markha — Escondido Bacon, Mildred — Saskatchewan, Can. Ball, Fay I. — El Monte Beauchell, Elsa R. — Salt Lake City	Williams, Harrison Programmer,	Blanc, Ethel ElizabethJulian
Ball, Florence M El Monte Bjornstad, Alice H San Diego Bullock, Mrs. Katherine ASan Diego Cavanaugh, Loma GenevaSan Diego Champion, Esther Frances San Diego Champion, Esther Frances San Diego Champion, Esther Frances San Diego Champion, Esther Frances Burbank Crews, Nam End Champion, Milling	GRADUATES FROM APRIL 4, 1921.	Bowen, Mildred MSan Diego
Ball, Florence M. San Diego Blullock, Mrs. Katherine A. San Diego Cavanaugh, Loma Geneva San Diego Cavanaugh, Loma Geneva San Diego Coffman, Mary Frances San Diego Coffman, Mary San Diego Coffman, Mary San Diego Coffman, Mary San Diego Coffman, Mary San Diego Combello, Diego Condello, Moore, Cathrine America. Chicago, Ill. Mark, Mrs. Florence B. San Diego Coffman, Mary San Diego Coffman, Mary San Diego Combello, Di	TO JUNE 17, 1921.	Bower, RuthImperial
Björnstad, Alice H. — San Diego Bulloek, Mrs. Katherine A. San Diego Cavanaugh, Loma Geneva. San Diego Champion, Esther Frances. San Diego Coffman, Mary Frances. — Burbank Crews, Nan. — Long Beach Grant, Margaret. — Fairmount, Minn. Hampton, Muriel Clara — San Diego Haraldson, Hilda — Madison, Minn. Harrah, Mildred E. — San Diego Harris, Beth F. — Oceanside Heffner, Kate Grayburn. — Pasadena Hitchcock, Mary Putnam — San Diego Kelly, Emily M. — San Diego Mardock, Opha Amanda — Escondido Moore, Cathrine America Chicago, Ill. Murphy, Iva Dell. — Payson, Utah Petterson, Clara M. — Seattle, Wash. Phillips, Stella — Tucson, Ariz, Prince, Bertha M. — Yuma, Ariz, Prince, Bertha M. — Yuma, Ariz, Prince, Bertha M. — Yuma, Ariz, Pucher, Florence B. — San Diego Shehving, Margaret L. — San Diego Shehving, Margaret L. — San Diego Wright, Mrs. Agnes Rosa — San Diego Kelenderson, Margaret Edith, Mark, Mrs. Florence Recommended for Intermediate High School Certificate in Art. Ritchey, Evangeline. Recommended for Intermediate High School Certificate in Art. Ritchey, Evangeline. Recommended for Intermediate High School Certificate in Art. Ritchey, Evangeline. Recommended for Intermediate High School Certificate in Art. Ritchey, Evangeline. Recommended for Intermediate High School Certificate in Art. Ritchey, Evangeline. Recommended for Intermediate High School Certificate in Art. R	Rall Florence M El Monte	Brawner, Louise MargaretSan Diego
Gavanaugh, Loma Geneva San Diego Champion, Esther Frances San Diego Champion, Esther Frances San Diego Champion, Brances Burbank Crews, Nan Long Beach Grant, Margaret Fairmount, Minn, Hampton, Muriel Clara San Diego Harris, Beth F. Occanside Heffner, Kate Grayburn. Pasadena Hitchocok, Mary Putnam San Diego LaMain, Lucille Sybil. San Bernardino Little, Isabel Mary Sant Diego Kelly, Emily M. San Diego Mardock, Opha Amanda. Escondido Moore, Cathrine America Chicago. Ill. Moore, Cathrine America Chicago. Hitchocok, Opha Amanda. Escondido Moore, Cathrine America Chicago. Higher Ferrance, Clard M. San Diego Russer, Charlotte M. San Diego Sheldon, Phebe. Pomona Toepfermann, Frieda Caroline. San Diego Sheldon, Phebe. Pomona Toepfermann, Frieda Caroline. San Diego Sheldon, Phebe. San Diego Sheldon, Phebe. Pomona Toepfermann, Frieda Caroline. San Diego Wright, Mrs. Agnes Rosa. San Diego Kender, Marya L. San Diego Sheldon, Phebe. San Diego Sheldon, Phebe. Pomona Toepfermann, Frieda Caroline. San Diego Wright, Mrs. Agnes Rosa. San Diego Sheldon, Phebe. Rosa Diego Sheldon, Phebe. Pomona Toepfermann, Frieda Caroline. San Diego Sheldon, Phebe. Rosa Diego Sheldon, Phebe. San Diego Sheldon, Phebe. Rosa Diego Sheldon, Phebe. San Diego Sheldon, Phebe. San Diego Sheldon, Phebe. San Diego Good, Anna Wera Lemon Grove Goodwin, Willamae. San Diego Wright, Mrs. Agnes Rosa. San Diego Klathy, Virginia Scholar Sheldon, Phebe. San Diego Good, Anna Vera Lemon Grove Grant, Isabel Dee. Fairmount, Minn. Green, Bernice El Centro Hale, Helen. San Diego Good, Anna Vera Lemon Grove Grant, Isabel Dee. Fairmount, Minn. Green, Bernice El Centro Hale, Helen. San Diego Good, Anna San Die	Bjornstad, Alice HSan Diego	Brittain, Aileen VSan Diego
Cavanaugh, Loma Geneva. San Diego Coffman, Esther Frances. San Diego Coffman, Mary Frances. Burbank Crews, Nan. Long Beach Grant, Margaret. Fairmount, Minn. Hampton, Muriel Clara. San Diego Haraldson, Hilda. Madison, Minn. Harrah, Mildred E. San Diego Harris, Beth F. Oceanside Heffner, Kate Grayburn. Pasadena Hitchocok, Mary Putnam. San Diego Keliy, Emily M. San Diego McCord, Mirs. Ida M. San Diego McCord, Mirs. Caroline D. San Diego McCord, Mirs. Caroline D. San Diego Mack, Carolyn Elizabeth. San Diego Mack, Carolyn Machalland.	Bullock, Mrs. Katherine A San Diego	Brown, Mrs. PrudenceSan Diego
Coffman, Mary Frances. Burbank Crews, Nan Long Beach Grant, Margarett. Fairmount, Minn Hampton, Muriel Clara. San Diego Harris, Midred E. San Diego Harris, Beth F. Oceanside Heffner, Kate Grayburn. Passanden Hitchcock, Mary Putnam San Diego Kily, Emily M. San Diego Kily, Emily M. San Diego Camban, Mrs. Lata M. San Diego LaMain, Lucille Sybil. San Bernardino Little, Isabel Mary Santa Ana Longshore, Marian. San Diego Mardock, Opha Amanda. Escondido Moore, Cathrine America Chicago, Ill. Murphy, Van Dell. Payson, Utah Petterson, Clara M. Seattle, Wash. Phillips, Stella. Tucson, Ariz. Prince, Bertha M. Yuma, Ariz. Prince, Bertha M. Yuma, Ariz. Prince, Charlotte M. San Diego Sheldon, Phebe. San Diego Sheldon, Phebe. San Diego Wintrow, Jeanne Bursk. San Diego Wirght, Mrs. Agnes Rosa. San Diego Wirght, Mrs. Agnes Rosa. San Diego Wirght, Mrs. Agnes Rosa. San Diego Wirght, Mrs. Rose Edna. San Diego Wintrow, Jeanne Bursk. San Diego Harris, Ella May. National City Harrison, Lucretia Elizabeth. Recommended for Intermediate High School Certification. Brown, Mrs. Nina Lyon. Champion, Esther Frances. Henderson, Margaret Edith. Mark, Mrs. Florence. Richen, San Diego Wintrow, Jeanne Bursk. San Diego Harris, Ella May. National City Harrison, Lucretia Elizabeth. Recommended for Intermediate High School Certification. Brown, Mrs. Florence. Regulated High School Certification. Brown, Mrs. San Diego Mintrow, Jeanne Bursk. San Diego Mintrow, Jeann	Champion Esther Frances San Diego	Casady, VeraSan Diego
Crews, Nan————————————————————————————————————	Coffman, Mary FrancesBurbank	Chapman, WilmaSan Diego
Hampton, Muriel Clara	Crews, NanLong Beach	Clark Carolyn W San Diego
Haradson, Hilda. Madison, Minn. Harah, Mildred E. San Diego Harris, Beth F. Oceanside Heffner, Kate Grayburn — Pasadena Hitchcock, Mary Putnam — San Diego Kelly, Emily M. — San Diego La Main, Lucille Sybil — San Diego La Main, Lucille Sybil — San Diego La Main, Lucille Sybil — San Diego Mardock, Opha Amanda. — San Diego Mardock, Opha Amanda. — San Diego Mardock, Opha Amanda. — Secondido Moore, Cathrine America — Chicago, Ill. Murphy, Iva Dell — Payson, Utah Petterson, Clara M. — Seattle, Wash. Phillips, Stella. — Tucson, Ariz. Prince, Bertha M. — Yuma, Ariz. Prince, Bertha M. — Yuma, Ariz. Prince, Bertha M. — San Diego Russer, Charfotte M. — San Diego Scheving, Margaret L. — San Diego Russer, Charfotte M. — San Diego Scheving, Margaret L. — San Diego Scheving, Margaret L. — San Diego Scheving, Margaret L. — San Diego Wills, Mrs. Agnes Rosa — San Diego Wright, Mrs. Agnes Rosa — San Diego Harin, Ella May — National City Harrison, Lucetia Elizabeth. Recommended for Intermediate High School Certificate in Art. Ritchey, Evangeline. Recommended for Intermediate High School Certification. Brown, Mrs. Nina Lyon. Champion, Esther Frances. Henderson, Margaret Edith. Mark, Mrs. Flórence. Ritchey, Evangeline. Recommended for Intermediate High School Certificate in Art. Ritchey, Evangeline. Recommended for Intermediate High School Certification. Brown, Mrs. Nina Lyon. Champion, Esther Frances. Henderson, Margaret Edith. Mark, Mrs. Flórence. Ritchey, Evangeline. Recommended for Intermediate High School Certificate in Art. Rickhey, Evangeline. Recommended for Intermediate High School Certificate in Art. Rickhey, Evangeline. Recommended for Intermediate High School Certificate in Art. Rickhey, Evangeline. Recommended for Intermediate High School Certificate in Art. Rickhey, Evangeline. Recommended for Intermediate High School Certificate in Art. Rickhey, Evangeline. Recomme	Hampton Muriel Clara San Diego	Conway, CatherineEast San Diego
Harrish, Mildred E	Haraldson, HildaMadison, Minn.	Devine, Madeline CeciliaSan Diego
Heffner, Kate Grayburn — Pasadena Hitchcock, Mary Putnam — San Diego Kely, Emily M. — San Diego Kely, Emily M. — San Diego Kely, Emily M. — San Diego Kleinsmid, Mrs. Ida M. — San Diego Kleinsmid, Mrs. Ida M. — San Diego Kamain, Lucille Sybil. San Bernardino Little, Isabel Mary — Santa Ana Longshore, Marian — San Diego Mack, Carolyn Elizabeth — San Diego Mardock, Opha Amanda — Escondido Moore, Cathrine America — Chicago, Ill. Murphy, Iva Dell — Payson, Utah Petterson, Clara M. — Seattle, Wash. Phillips, Stella — Tucson, Ariz. Prince, Bertha M. — Yuma, Ariz. Prince, Bertha M. — Yuma, Ariz. Prince, Bertha M. — Yuma, Ariz. Prince, Charlotte M. — San Diego Rhein, Alma Madaline — San Diego Sheldon, Phebe — — Pomona Toepfermann, Frieda Caroline — — San Diego Sheldon, Phebe — — Pomona Toepfermann, Frieda Caroline — — — — — — — — — — — — — — — — — San Diego Wils, Mrs. Agnearet H. — San Diego Wils, Mrs. Margaret H. — San Diego Wright, Mrs. Agnes Rosa — San Diego Harris, Ella May. — National City Harrison, Lucretia Elizabeth — San Diego Harris, Ella May. — National City Harrison, Lucretia Elizabeth — Harry — — — — — — — — — — — — — — — — — —	Harrah, Mildred ESan Diego	Donnelly, Helen FSan Diego Donnelly, Louise DoloresLa Iolla
Kelly, Emily M. — San Diego LaMain, Lucille Sybil — San Bernardino Little, Isabel Mary — San Diego McCord, Mrs. Caroline D. — San Diego Mardock, Opha Amanda — Escondido Moore, Cathrine America — Chicago, Ill. Murphy, Iva Dell. — Payson, Utah Petterson, Clara M. — Seattle, Wash. Phillips, Stella — Tucson, Ariz. Pucher, Florence B. — San Diego Rhein, Alma Madaline — San Diego Scheving, Margaret L. — San Diego Wills, Mrs. Margaret H. — San Diego Wintrow, Jeanne Bursk — San Diego Wilth, Mrs. Agnes Rosa — San Diego Wiright, Mrs. Agnes Rosa — San Diego Wiright, Mrs. Agnes Rosa — San Diego Champion, Esther Frances. Henderson, Margaret Edith. Mark, Mrs. Flórence. Ritchey, Evangeline. Recommended for Intermediate High School Certification. Recomm	Heffner, Kate Grayburn Pasadena	Dowkes, Phyllis EvelynSan Diego
Kelly, Emily M. San Diego Kleinsmid, Mrs. Ida M. San Diego Ladamin, Lucille Sybil. San Bernardino Little, Isabel Mary . Santa Ana Longshore, Marian . San Diego McCord, Mrs. Caroline D. San Diego Mack, Carolyn Elizabeth . San Diego Mardock, Opha Amanda . Escondido Moore, Cathrine America . Chicago, Ill. Murphy, Iva Dell . Payson, Utah Petterson, Clara M. Seattle, Wash. Phillips, Stella . Tucson, Ariz. Pucher, Florence B. San Diego Russer, Charlotte M. San Diego Scheving, Margaret L. San Diego Scheving, Margaret H. San Diego Wilts, Mrs. Margaret H. San Diego Wilts, Mrs. Margaret H. San Diego Wilts, Mrs. Margaret H. San Diego Wiright, Mrs. Agnes Rosa . San Diego Wiright, Mrs. Agnes Rosa . San Diego Wiright, Mrs. Agnes Rosa . San Diego Wiright, Mrs. Margaret Edith. Mark, Mrs. Florence. Ritchey, Evangeline. Recommended for Intermediate High School Certification. Recommended for Intermediate High Mark, Mrs. Florence. Ritchey, Evangeline. Regular Studenth Studen	Hitchcock, Mary Putnam San Diego .	Dunlap, HurtelineLawton, Okla.
LaMain, Lucille Sybil—San Bernardino Little, Isabel Mary — Santa Ana Longshore, Marian — San Diego McCord, Mrs. Caroline D.—San Diego Mack, Carolyn Elizabeth — San Diego Mardock, Opha Amanda — Escondido Moore, Cathrine America — Chicago, Ill. Murphy, Iva Dell. — Payson, Utah Petterson, Clara M. — Seattle, Wash. Phillips, Stella — Tucson, Ariz. Prince, Bertha M. — Yuma, Ariz. Prince, Bertha M. — Yuma, Ariz. Prince, Rertha M. — San Diego Russer, Charlotte M. — San Diego Russer, Charlotte M. — San Diego Scheving, Margaret L. — San Diego Scheving, Margaret L. — San Diego Scheving, Margaret L. — San Diego Scheving, Margaret Mae — San Diego Goddel, Amelia — San Diego Godwin, Blanche Alberta — San Diego Godwin, Blanche Alberta — San Diego Godwin, Blanche Alberta — San Diego Godwin, Milmame — San Diego Wright, Mrs. Agnes Rosa — San Diego Wright, Mrs. Nina Lyon. Recommended for Intermediate High Recommended for Intermediate High School Certification. Recommended for Intermediate High Mark, Mrs. Flórence. Ritchey, Evangeline. Recommended for Intermediate High Smith, Katherine Brass. REGULAR STUDENTS, 1920-21. Adamson, Fern. — Bedford, Ind. Airhart, Nadine — San Diego Alexander, Mary — Yuma, Ariz. Arndt, Martha — San Diego Archologo — San Diego	Kelly, Emily MSan Diego	Dyche, Iva VJulian
Little, Isabel Mary Santa Ana Longshore, Marian San Diego McCord, Mrs. Caroline DSan Diego Mardock, Opha Amanda Escondido Moore, Cathrine America Chicago, Ill. Murphy, Iva Dell Payson, Utah Petterson, Clara M. Seattle, Wash. Phillips, Stella Tucson, Ariz. Pucher, Florence B. San Diego Russer, Charlotte MSan Diego Russer, Charlotte MSan Diego Russer, Charlotte MSan Diego Scheving, Margaret LSan Diego Scheving, Margaret LSan Diego Scheving, Margaret LSan Diego Tracy, Gertrude SClaremont Varni, Rose Edna San Diego Wilts, Mrs. Margaret H San Diego Wright, Mrs. Agnes Rosa San Diego Kritchey, Evangeline. Recommended for Intermediate High School Certificate in Art. Ritchey, Evangeline. Recommended for Intermediate High School Certification. Brown, Mrs. Nina Lyon. Champion, Esther Frances. Henderson, Margaret Edith. Mark, Mrs. Florence. Ritchey, Evangeline. REGULAR STUDENTS, 1920-21. Adamson, Fern. Bedford, Ind. Airhart, Nadine San Diego Andex Arizona Aniego Arizona Mrs. Leonora La Mesa French, Helen San Diego Gleason, Anne San Diego Good, Anne Wera Lemon Grove Goodwin, Blanch Alberta. San Diego Good, Anna Vera Lemon Grove Goodwin, Willamae San Diego Haris, Ella May National City Harrison, Lucretia Elizabeth Harrison, Lucretia Elizabeth Hobart, Mary San Diego Harris, Ella May National City Harrison, Lucretia Elizabeth Hobart, Mary San Diego Harwood, Myrtle San Diego Harwood, Myrtle San Diego Harwood, Myrtle San Diego Harwood, Myrtle San Diego Jacobszoon, Henrietta San Diego Jones, Ethel A. Los Angeles Kerk, Leah Marian Encanto Keck, Lois Eloise Escondido Bacon, Mildred Saskatchewan, Can. Ball, Fay I El Monte Beauchell, Elsa R. Salt Lake City	LaMain, Lucille Sybil_San Bernardino	Elliott, Mrs. Katherine Montana
McCord, Mrs. Caroline D San Diego Mack, Carolyn Elizabeth San Diego Mardock, Opha Amanda Escondido Moore, Cathrine America Chicago, Ill. Murphy, Iva Dell Payson, Utah Petterson, Clara M Seattle, Wash. Phillips, Stella Tucson, Ariz. Prince, Bertha M Yuma, Ariz. Pucher, Florence B San Diego Rhein, Alma Madaline San Diego Rhein, Alma Madaline San Diego Rhein, Alma Madaline San Diego Scheving, Margaret L San Diego Scheving, Margaret L San Diego Scheving, Margaret L San Diego Schedon, Phebe Pomona Toepfermann, Frieda Caroline San Diego Wright, Mrs. Margaret H San Diego Wright, Mrs. Agnes Rosa San Diego Kreck, Teah M Yuma, Ariz. Ritchey, Evangeline. Recommended for Intermediate High School Certification. Brown, Mrs. Nina Lyon. Champion, Esther Frances. Henderson, Margaret Edith. Mark, Mrs. Flórence. Ritchey, Evangeline. REGULAR STUDENTS, 1920-21. Adamson, Fern Bedford, Ind. Airhart, Nadine San Diego Alexander, Mary Yuma, Ariz. Arndt, Martha Escondido Bacon, Mildred Saskatchewan, Can. Ball, Fay I El Monte Beauchell, Elsa R Salt Lake City	Little, Isabel MarySanta Ana	Embrey, Virginia Oread, Kas.
Mack, Carolyn Elizabeth. San Diego Mardock, Opha Amanda — Escondido Moore, Cathrine America — Chicago, Ill. Murphy, Iva Dell — Payson, Utah Petterson, Clara M. — Seattle, Wash. Phillips, Stella — Tucson, Ariz. Prince, Bertha M. — Yuma, Ariz. Prince, Bertha M. — San Diego Rhein, Alma Madaline — San Diego Russer, Charlotte M. — San Diego Scheving, Margaret L. — San Diego Scheving, Margaret L. — San Diego Scheving, Margaret L. — San Diego Scheving, Margaret H. — San Diego Scheving, Margaret H. — San Diego Tracy, Gertrude S. — Claremont Varni, Rose Edna — San Diego Wills, Mrs. Margaret H. — San Diego Wright, Mrs. Agnes Rosa — San Diego Halt, Donna Marie — San Diego Harris, Ella May — National City Harrison, Lucretia Elizabeth. Harriman, Lenore — San Diego Harris, Ella May — National City Harrimon, Myrtle — San Gabriel Hickory, Ada Ellen — San Diego Harris, Ella May — National City Harrimon, Licretia Elizabeth. Harriman, Lenore — San Diego Harris, Ella May — National City Harrimon, Lucretia Elizabeth. Hunter, Elsie Frances — Hemet Hickory, Ada Ellen — San Diego Jones, Ethel A. — Los Angeles Keck, Leah Marian — Encanto Keck, Lois Eloise — San Diego Kindrid Mary — Vyuma, Ariz. Holms haring the delen — San Diego Jones, Ethel A. — Los Angeles Keck, Leah Marian — Encanto Keck, Lois Eloise — Encanto Keck, Leah Mar	Longshore, MarianSan Diego	Fergus, MilesSan Diego
Mardock, Opha Amanda	Mack, Carolyn ElizabethSan Diego	Folsom, Marion FrancesSan Diego
Moore, Cathrine America—Chicago, Ill. Murphy, Iva Dell. — Payson, Utah Petterson, Clara M. — Seattle, Wash. Phillips, Stella — Tucson, Ariz. Prince, Bertha M. — Yuma, Ariz. Pucher, Florence B. — San Diego Rhein, Alma Madaline — San Diego Russer, Charlotte M. — San Diego Scheving, Margaret L. — San Diego Tracy, Gertrude S. — Claremont Varni, Rose Edna — San Diego Wills, Mrs. Margaret H. — San Diego Wills, Mrs. Margaret H. — San Diego Wintrow, Jeanne Bursk — San Diego Wright, Mrs. Agnes Rosa — San Diego Special Certificate in Art. Ritchey, Evangeline. Recommended for Intermediate High School Certification. Brown, Mrs. Nina Lyon. Champion, Esther Frances. Henderson, Margaret Edith. Mark, Mrs. Florence. Ritchey, Evangeline. REGULAR STUDENTS, 1920-21. Adamson, Fern — Bedford, Ind. Airhart, Nadine — San Diego Alexander, Mary — Yuma, Ariz. Arndt, Martha — Escondido Bacon, Alma Lenore — San Diego Goodwin, Blanche Alberta — San Diego Grant, Isabel Dee — Fairmount, Minn. Green, Bernice — El Centro Grogan, Anna — San Diego Hall, Donna Marie — San Diego Harris, Ella May — National City Harrison, Lucretia Elizabeth. Los Angeles Hartman, Lenore — San Diego Harwood, Myrtle —	Mardock, Opha AmandaEscondido	Fox, Margaret MaeSan Diego
Petterson, Clara M. Seattle, Wash. Phillips, Stella. Tucson, Ariz. Prince, Bertha M. Yuma, Ariz. Pucher, Florence B. San Diego Rhein, Alma Madaline. San Diego Russer, Charlotte M. San Diego Scheving, Margaret L. San Diego Good, Anna Vera Lemon Grove Good, Anna Vera Lemon Good,	Moore, Cathrine America_Chicago, Ill.	Frazier, Mrs. LeonoraLa Mesa
Phillips, Stella	Petterson, Clara MSeattle, Wash.	French, HelenSan Diego
Prince, Bertia M.—— San Diego Rhein, Alma Madaline.— San Diego Russer, Charlotte M.—— San Diego Scheving, Margaret L.—— San Diego Tracy, Gertrude S.—— Claremont Varni, Rose Edna.—— San Diego Wills, Mrs. Margaret H.—— San Diego Wills, Mrs. Margaret H.—— San Diego Wright, Mrs. Agnes Rosa.—— San Diego Hall, Donna Marie.—— San Diego Hall, Donna Marie.—— San Diego Harria, Ella May National City Harris, Ella May National City Harrison, Lucretia Elizabeth.— Recommended for Intermediate High School Certification. Brown, Mrs. Nina Lyon. Champion, Esther Frances. Henderson, Margaret Edith. Mark, Mrs. Flörence. Ritchey, Evangeline. Smith, Katherine Brass. REGULAR STUDENTS, 1920-21. Adamson, Fern.—— Bedford, Ind. Airhart, Nadine.—— San Diego Alexander, Mary — Yuma, Ariz. Arndt, Martha.—— San Diego Alexander, Mary — Yuma, Ariz. Arndt, Martha.—— San Diego Ball, Fay I.—— El Monte Beauchell, Elsa R.—— Salt Lake City	Phillips, StellaTucson, Ariz.	Galleher, Lillian GGad, S. D.
Rhein, Alma Madaline San Diego Russer, Charlotte M. San Diego Scheving, Margaret L. San Diego Scheving, Margaret L. San Diego Sheldon, Phebe Pomona Toepfermann, Frieda Caroline San Diego Tracy, Gertrude S. Claremont Varni, Rose Edna San Diego Wills, Mrs. Margaret H. San Diego Wright, Mrs. Agnes Rosa San Diego Special Certificate in Art. Ritchey, Evangeline. Recommended for Intermediate High School Certification. Brown, Mrs. Nina Lyon. Champion, Esther Frances. Henderson, Margaret Edith. Mark, Mrs. Florence. Ritchey, Evangeline. REGULAR STUDENTS, 1920-21. Adamson, Fern. Bedford, Ind. Airhart, Nadine San Diego Hall, Donna Marie San Diego Hamilton, Elceia San Diego Hall, Donna Marie San Diego Hamilton, Elceia San Diego Harriah, Esther San Diego Harris, Ella May National City Harrison, Lucretia Elizabeth. Hickory, Ada Ellen San Diego Hartman, Lenore San Diego Hartman	Pucher, Florence B. San Diego	Gleason, AnneSan Diego
Scheving, Margaret L. San Diego Scheving, Margaret L. San Diego Scheldon, Phebe. Pomona Toepfermann, Frieda Caroline. San Diego Tracy, Gertrude S. Claremont Varni, Rose Edna San Diego Wills, Mrs. Margaret H. San Diego Wills, Mrs. Margaret H. San Diego Wirght, Mrs. Agnes Rosa San Diego Wright, Mrs. Agnes Rosa San Diego Special Certificate in Art. Ritchey, Evangeline. Recommended for Intermediate High School Certification. Brown, Mrs. Nina Lyon. Champion, Esther Frances. Henderson, Margaret Edith. Mark, Mrs. Florence. Ritchey, Evangeline. REGULAR STUDENTS, 1920-21. Adamson, Fern Bedford, Ind. Airhart, Nadine San Diego Reggins, Catherine E. San Diego Gooch, Agnes Mildred San Diego Goodwin, Blanche Alberta San Diego Grant, Isabel Dee Fairmount, Minn. Green, Bernice E. Centro Hall, Donna Marie San Diego Harris, Ella May San Diego Harris, Ella May National City Harrison, Lucretia Elizabeth. Harrison, Lucretia Elizabeth. Harrison, Lucretia Elizabeth. Harrison, Lucretia Elizabeth. Hobart, Mary National City Hobart, Mary Yuma, Ariz. Holmes, Bessie E. San Diego Harwood, Myrtle San Gabriel Hickory, Ada Ellen San Diego Harwood, Myrtle San Diego Harris, Ella May National Lyos Nageles Harrah, Esbernices. Hennet San Diego Haullton, Elceia San Diego Harris, Ella May National Harrison, Lereia San Diego Harris, Ella May National Ha	Rhein, Alma MadalineSan Diego	Goeddel, AmeliaSan Diego
Sheldon, Phebe	Russer, Charlotte MSan Diego	Goggins, Catherine E. San Diego
Toepfermann, Frieda Caroline. San Diego Tracy, Gertrude S. Claremont Varni, Rose Edna. San Diego Wills, Mrs. Margaret H. San Diego Wintrow, Jeanne Bursk. San Diego Wright, Mrs. Agnes Rosa. San Diego Wright, Mrs. Agnes Rosa. San Diego Special Certificate in Art. Ritchey, Evangeline. Recommended for Intermediate High School Certification. Brown, Mrs. Nina Lyon. Champion, Esther Frances. Henderson, Margaret Edith. Mark, Mrs. Florence. Ritchey, Evangeline. Regular Students, Margaret Edith. Mark, Mrs. Florence. Ritchey, Evangeline. Regular Students, Margaret Edith. Mark, Mrs. Florence. Ritchey, Evangeline. Regular Students, Margaret Edith. Mark, Mrs. Florence. Ritchey, Evangeline. San Diego Hartman, Lenore. San Diego Hobart, Mary. Yuma, Ariz. Holmes, Bessie E. San Jacinto Horr, Emily. El Centro Hunter, Elsie Frances. Hemet Ireland, Rowena. San Diego Jacobszoon, Henrietta San Diego Jacobszoon, Henrietta San Diego Keck, Lois Eloise. Encanto Keck, Lois Eloise. Encanto Keck, Lois Eloise. San Diego Kinadi, Marguerite. San Diego Koodwin, Willamae. San Diego Goodwin, Willamae. San Diego Grant, Isabel Dee. Fairmount, Minn. Green, Bernice. El Centro Grodwin, Willamae. San Diego Goodwin, Willamae. San Diego Goodwin, Willamae. San Diego Grant, Isabel Dee. El Centro Grody, Anna El Centro Hale, Helen. San Diego Hamiton, Elcia. San Diego Harris, Ella May National City Harrison, Lucretia Elizabeth. Los Angeles Hartman, Lenore. San Diego Hartman	Sheldon. PhebePomona	Good, Anna VeraLemon Grove
Tracy, Gertrude S Claremont Varni, Rose Edna San Diego Wills, Mrs. Margaret H San Diego Wintrow, Jeanne Bursk San Diego Wright, Mrs. Agnes Rosa San Diego Wright, Mrs. Agnes Rosa San Diego Bacon, Mrs. Nina Lyon. Champion, Esther Frances. Henderson, Margaret Edith. Mark, Mrs. Flórence. Ritchey, Evangeline. REGULAR STUDENTS, 1920-21. Adamson, Fern Bedford, Ind. Airhart, Nadine San Diego Jacobszoon, Henrietta San Diego Hobart, Mary Yuma, Ariz. Arndt, Martha Escondido Bacon, Mildred Saskatchewan, Can. Ball, Fay I El Monte Beauchell, Elsa R Salt Lake City Edbetter, Wave I.a Mesa	Toepfermann, Frieda Caroline	Goodwin, Blanche Alberta San Diego
Varni, Rose Edna San Diego Wills, Mrs. Margaret H. San Diego Wintrow, Jeanne Bursk. San Diego Wright, Mrs. Agnes Rosa San Diego Wright, Mrs. Agnes Rosa San Diego Special Certificate in Art. Ritchey, Evangeline. Recommended for Intermediate High School Certification. Brown, Mrs. Nina Lyon. Champion, Esther Frances. Henderson, Margaret Edith. Mark, Mrs. Florence. Ritchey, Evangeline. Smith, Katherine Brass. REGULAR STUDENTS, 1920-21. Adamson, Fern. Bedford, Ind. Airhart, Nadine. San Diego Alexander, Mary Yuma, Ariz. Arndt, Martha Escondido Bacon, Mildred. Saskatchewan, Can. Ball, Fay I. El Monte Beauchell, Elsa R. San Diego Kindt, Martha San Diego Klindt, Martha San Diego	Traces Contrade S Clarement	Grant, Isabel DeeFairmount, Minn.
Wills, Mrs. Margaret H. San Diego Wintrow, Jeanne Bursk San Diego Wright, Mrs. Agnes Rosa San Diego Becial Certificate in Art. Ritchey, Evangeline. Recommended for Intermediate High School Certification. Brown, Mrs. Nina Lyon. Champion, Esther Frances. Henderson, Margaret Edith. Mark, Mrs. Florence. Ritchey, Evangeline. Smith, Katherine Brass. REGULAR STUDENTS, 1920-21. Adamson, Fern. Bedford, Ind. Airhart, Nadine. San Diego Alexander, Mary Yuma, Ariz. Arndt, Martha Escondido Bacon, Mildred Saskatchewan, Can. Ball, Fay I. El Monte Beauchell, Elsa R. Sal Lake City Grogan, Anna Elchent San Diego Hall, elden. San Diego Hamilton, Elceia. San Diego Hamilton, Elceia. San Diego Hamilton, Elceia. San Diego Hamilton, Elceia. San Diego Harriah, Esther. San Diego Harriah, Es	Varni. Rose EdnaSan Diego	Green, BerniceEl Centro
Winfrow, Jeanne Bursk.—San Diego Wright, Mrs. Agnes Rosa.—San Diego Special Certificate in Art. Ritchey, Evangeline. Recommended for Intermediate High School Certification. Brown, Mrs. Nina Lyon. Champion, Esther Frances. Henderson, Margaret Edith. Mark, Mrs. Florence. Ritchey, Evangeline. REGULAR STUDENTS, 1920-21. Adamson, Fern.—Bedford, Ind. Airhart, Nadine.—San Diego Alexander, Mary.—Yuma, Ariz. Arndt, Martha—Escondido Bacon, Mildred.—Saskatchewan, Can. Ball, Fay I.—El Monte Beauchell, Elsa R.—Salt Lake City Hall, Donna Marie.—San Diego Hamilton, Elceia.—San Diego Hamilton, Elceia.—San Diego Harris, Ella May.—National City Harrison, Lucretia Elizabeth.— Los Angeles Harrah, Esther.—San Diego Harris, Ella May.—National City Harrison, Lucretia Elizabeth.—San Diego Harris, Ella May.—National City Harrison, Eldays F.—San Diego Harris, Ella May.—National City Harrison, Lucretia Elizabeth.— Los Angeles Hatt, all, Donna Marie.—San Diego Harris, Ella May.—National City Harrison, Eldays F.—San Diego Harris, Ella May.—National City Harrison, Eldays F.—San Diego Harris, Ella May.—National City Harrison, Lucretia Elizabeth.—San Diego Harris, Ella May.—National Planting Plan	Wills, Mrs. Margaret HSan Diego	Grogan, Anna San Diego
Special Certificate in Art. Ritchey, Evangeline. Recommended for Intermediate High School Certification. Brown, Mrs. Nina Lyon. Champion, Esther Frances. Henderson, Margaret Edith. Mark, Mrs. Flórence. Ritchey, Evangeline. Smith, Katherine Brass. REGULAR STUDENTS, 1920-21. Adamson, Fern	Wintrow, Jeanne BurskSan Diego	Hall, Donna MarieSan Diego
Ritchey, Evangeline. Recommended for Intermediate High School Certification. Brown, Mrs. Nina Lyon. Champion, Esther Frances. Henderson, Margaret Edith. Mark, Mrs. Florence. Ritchey, Evangeline. Smith, Katherine Brass. REGULAR STUDENTS, 1920-21. Adamson, Fern Bedford, Ind. Airhart, Nadine San Diego Jacobszoon, Hernietta Jones, Ethel A Los Angeles Hartman, Lenore San Diego Hobart, Mary Yuma, Ariz. Holmes, Bessie E San Diego Jacobszoon, Hernietta Jones, Ethel A Los Angeles Hartman, Lenore San Diego Hobart, Mary Yuma, Ariz. Holmes, Bessie E San Diego Jacobszoon, Hernietta Jones, Ethel A Los Angeles Hartman, Lenore San Diego Hobart, Mary Yuma, Ariz. Holmes, Bessie E San Jacinto Horr, Emily Ell Centro Hunt, Eleanor Louise Escondido Hunter, Ejsie Frances Hemet Ireland, Rowena San Diego Jacobszoon, Henrietta Jones, Ethel A Los Angeles Hartman, Lenore San Diego Hobart, Mary Yuma, Ariz. Holmes, Bessie E San Diego Jacobszoon, Henrietta Jones, Ethel A Los Angeles Hartman, Lenore San Diego Hartis, Ella May National City Harrison, Lucretia Elizabeth	Wilght, Wis. Agnes RosaSan Diego	Hamilton, ElceiaSan Diego
Ritchey, Evangeline. Recommended for Intermediate High School Certification. Brown, Mrs. Nina Lyon. Champion, Esther Frances. Henderson, Margaret Edith. Mark, Mrs. Florence. Ritchey, Evangeline. Smith, Katherine Brass. REGULAR STUDENTS, 1920-21. Adamson, Fern Bedford, Ind. Airhart, Nadine San Diego Jacobszoon, Herrietta San Diego Jacobszoon, Herrietta, San Diego Keck, Lois Eloise Encanto Kelly, Gladys Alice San Diego Kincaid, Marguerite San Diego Kincaid, Marguerite San Diego Kincaid, Marguerite San Diego Kincaid, Marguerite San Diego Kindt, Martha San Diego Ledbetter, Wave La Mesa	Special Certificate in Art.	Hansen, Gladys FSan Diego
Recommended for Intermediate High School Certification. Brown, Mrs. Nina Lyon. Champion, Esther Frances. Henderson, Margaret Edith. Mark, Mrs. Florence. Ritchey, Evangeline. Smith, Katherine Brass. REGULAR STUDENTS, 1920-21. Adamson, Fern Bedford, Ind. Airhart, Nadine San Diego Jacobszoon, Henrietta San Diego Keck, Lois Eloise. Encanto Kelly, Gladys Alice. San Diego Kerr, Evangeline. San Diego Kinadi, Marguerite. San Diego Kerr, Evangeline. San Diego Kerr, Evang	Ritchey, Evangeline.	Harris, Ella MayNational City
Recommended for Intermediate High School Certification. Brown, Mrs. Nina Lyon. Champion, Esther Frances. Henderson, Margaret Edith. Mark, Mrs. Florence. Ritchey, Evangeline. Smith, Katherine Brass. REGULAR STUDENTS, 1920-21. Adamson, Fern		Harrison, Lucretia Elizabeth
School Certification. Brown, Mrs. Nina Lyon. Champion, Esther Frances. Henderson, Margaret Edith. Mark, Mrs. Florence. Ritchey, Evangeline. Smith, Katherine Brass. REGULAR STUDENTS, 1920-21. Adamson, Fern		Hartman Lenore San Diego
Brown, Mrs. Nina Lyon. Champion, Esther Frances. Henderson, Margaret Edith. Mark, Mrs. Flórence. Ritchey, Evangeline. Smith, Katherine Brass. REGULAR STUDENTS, 1920-21. Adamson, FernBedford, Ind. Airhart, NadineSan Diego Alexander, MaryYuma, Ariz. Arndt, MarthaSan Diego Bacon, MildredSaskatchewan, Can. Ball, Fay IEl Monte Beauchell, Elsa RSalt Lake City Hickory, Ada EllenSan Diego Hobart, MaryYuma, Ariz. Holmes, Bessie FSan Jacinto Horr, EmilyEl Centro Hunt, Eleanor LouiseEscondido Hunter, Elsie FrancesHemet Ireland, RowenaSan Diego Jacobszoon, HenriettaSan Diego Keck, Leah MarianEncanto Kelly, Gladys AliceSan Diego Kincaid, MargueriteSan Diego Kincaid, MargueriteSan Diego Kindt, MarthaSan Diego Ledbetter, WaveLa Mesa		Harwood, MyrtleSan Gabriel
Henderson, Margaret Edith. Mark, Mrs. Flórence. Ritchey, Evangeline. Smith, Katherine Brass. REGULAR STUDENTS, 1920-21. Adamson, FernBedford, Ind. Airhart, NadineSan Diego Alexander, MaryYuma, Ariz. Arndt, MarthaSansan Diego Bacon, MildredSaskatchewan, Can. Ball, Fay IEl Monte Beauchell, Elsa RSalt Lake City Holmes, Bessie ESan Jacinto Horr, EmilyEl Centro Hunter, Elsie FrancesHemet Ireland, RowenaSan Diego Jacobszoon, HenriettaSan Diego	Brown, Mrs. Nina Lyon.	Hickory, Ada EllenSan Diego
Mark, Mrs. Flórence. Ritchey, Evangeline. Smith, Katherine Brass. REGULAR STUDENTS, 1920-21. Adamson, Fern. Bedford, Ind. Airhart, Nadine. San Diego Alexander, Mary Yuma, Ariz. Arndt, Martha Escondido Bacon, Mildred Saskatchewan, Can. Ball, Fay I. El Monte Beauchell, Elsa R. Salt Lake City Horr, Émily Leanor Louise Escondido Hunter, Elsie Frances Hemet Ireland, Rowena San Diego Jacobszoon, Henrietta San Diego Keck, Leah Marian Encanto Keck, Leis Eloise Encanto Keck, Lois Eloise Encanto Kelly, Gladys Alice San Diego Kincaid, Marguerite San Diego Kincaid, Marguerite San Diego Klindt, Martha San Diego	Henderson, Margaret Edith.	Holmes, Bessie E.———San Jacinto
Ritchey, Evangeline. Smith, Katherine Brass. REGULAR STUDENTS, 1920-21. Adamson, Fern	Mark, Mrs. Florence.	Horr, EmilyEl Centro
REGULAR STUDENTS, 1920-21. Adamson, Fern. Bedford, Ind. Airhart, Nadine. San Diego Jacobszoon, Henrietta San Diego Jacobszoon, Henrietta San Diego Jacobszoon, Henrietta San Diego Jacobszoon, Henrietta San Diego Keck, Leah Marian Encanto Keck, Lois Eloise. Encanto Keck, Lois Eloise. San Diego Kelly, Gladys Alice. San Diego Kerr, Evangeline. San Diego Kincaid, Marguerite. San Diego Klindt, Martha San Diego Klindt, Martha San Diego Ledbetter, Wave La Mesa	Kitchey, Evangeline.	Hunter Elsie Frances Hemet
REGULAR STUDENTS, 1920-21. Adamson, Fern	Omiting Transcrine Diass.	Ireland, RowenaSan Diego
Adamson, Fern	REGULAR STUDENTS, 1920-21.	Jacobszoon, HenriettaSan Diego
Airhart, NadineSan Diego Alexander, MaryYuma, Ariz. Arndt, MarthaEscondido Bacon, MildredSaskatchewan, Can. Ball, Fay ISalt Lake City Keck, Lois EloiseEncanto Kelly, Gladys AliceSan Diego Kirr, EvangelineSan Diego Kincaid, MargueriteSan Diego Klindt, MarthaSan Diego Ledbetter, WaveLa Mesa	Adamson, FernBedford, Ind.	Keck, Leah Marian Encanto
Alexander, Mary Yuma, Ariz. Arndt, Martha Escondido Bacon, Mildred Saskatchewan, Can. Ball, Fay I El Monte Beauchell, Elsa R. Salt Lake City Kelly, Gladys Alice San Diego Kincaid, Marguerite San Diego Kincaid, Martha San Diego Klindt, Martha San Diego Ledbetter, Wave La Mesa	Airhart, NadineSan Diego	Keck, Lois Eloise Encanto
Bacon, Mildred. Saskatchewan, Can. Ball, Fay I. El Monte Beauchell, Elsa R. Salt Lake City El Monte Ledbetter, Wave La Mesa	Arndt Martha Francisco	Kelly, Gladys AliceSan Diego
Ball, Fay IEl Monte Klindt, MarthaSan Diego Ledbetter, WaveLa Mesa	Bacon, MildredSaskatchewan, Can.	Kincaid, MargueriteSan Diego
Beauchen, Lisa KSait Lake City Ledbetter, WaveLa Mesa	Ball, Fay IEl Monte	Klindt, MarthaSan Diego
	beauchell, Elsa RSalt Lake City	Leabetter, wave

Lee, Mary Farwell, Minn. Lindsey, Mrs. Ethel San Diego Lischner, Minnie Lillian San Diego
Tindeau Mrs Ethel San Diego
Timber Minnig Tillian Con Diogo
Lischner, Minnie Lillian
Lischner, PaulineSan Diego
McAnnally, ThelmaSan Diego
McKaig, Mayveen San Diego
McLaughlin Marian A Morgan Hill
McMallan Catharina II Can Diana
McMullen, Catherine HSan Diego
McRae, Edna BerniceSan Diego
McVey, EvelynCoronado
Martin, Hazel EHemet
Miller Mrs Fleanor I. San Diego
Miller Florence Margaret Leman Crows
Milier, Profesice Margaret_Lesson Grove
Monnike, EvangelineSan Diego
Montgomery, Nellie GrayExeter
Montiel, Laura MayEscondido
Moore Birdena Josephine San Diego
Moore Eve
Marianita Danatha Elan El Cai
Moriarity, Dorothy FrancesEl Cajon
Moses, Clara LSan Diego
Mullin, Ruth ElizabethTaft
McRae, Edna Bernice
Osuvos Mrs Anna San Diogo
Douber Mrs Alica M
Parker, Mrs. Alice MTatt
Peacock, BessRoswell, N. M.
Powell, Jeannette MarieSan Diego
Powell, Madora Elizabeth
Mondows Idaha
Dill Ali
Prill, Alice AEast San Diego
Meadows, Idaho Prill, Alice AEast San Diego Radin, MarySan Diego
Prill, Alice A
Prill, Alice A. East San Diego Radin, Mary San Diego Rhodes, Florence Stuart, Ia. Riggle, Sarah Gladys National City
Meadows, Idaho Prill, Alice AEast San Diego Radin, MarySan Diego Rhodes, FlorenceStuart, Ia. Riggle, Sarah GladysNational City Prinds Halan
Prill, Alice A Meadows, Idaho Prill, Alice A East San Diego Radin, Mary San Diego Rhodes, Florence Stuart, Ia. Riggle, Sarah Gladys National City Rinde, Helen San Diego
Meadows, Idaho Prill, Alice A. East San Diego Radin, Mary San Diego Rhodes, Florence Stuart, Ia. Riggle, Sarah Gladys National City Rinde, Helen San Diego Rives, Lucy El Centro
Meadows, Idaho Prill, Alice A East San Diego Radin, Mary San Diego Rhodes, Florence Stuart, Ia. Riggle, Sarah Gladys National City Rinde, Helen San Diego Rives, Lucy El Centro Roisner, Rebecca F San Diego
Meadows, Idaho Prill, Alice A. East San Diego Radin, Mary San Diego Rhodes, Florence Stuart, Ia. Riggle, Sarah Gladys National City Rinde, Helen San Diego Rives, Lucy Fl Centro Roisner, Rebecca F. San Diego Rose, Henrietta San Diego
Meadows, Idaho Prill, Alice A. East San Diego Radin, Mary San Diego Rhodes, Florence Stuart, Ia. Riggle, Sarah Gladys National City Rinde, Helen San Diego Rives, Lucy Fl Centro Roisner, Rebecca F. San Diego Rose, Henrietta San Diego Roy, Ipanniah San Diego
Meadows, Idaho Prill, Alice A. East San Diego Radin, Mary San Diego Rhodes, Florence Stuart, Ia. Riggle, Sarah Gladys National City Rinde, Helen San Diego Rives, Lucy El Centro Roisner, Rebecca F. San Diego Rose, Henrietta San Diego Roy, Ipanniah San Diego Royd May Genevieve Satislo May
Meadows, Idaho Prill, Alice A. East San Diego Radin, Mary San Diego Rhodes, Florence Stuart, Ia. Riggle, Sarah Gladys National City Rinde, Helen San Diego Rives, Lucy El Centro Roisner, Rebecca F. San Diego Rose, Henrietta San Diego Roy, Ipanniah San Diego Rudd, May Genevieve Satielo, Mex
Meadows, Idaho Prill, Alice A. East San Diego Radin, Mary San Diego Rhodes, Florence Stuart, Ia. Riggle, Sarah Gladys National City Rinde, Helen San Diego Rives, Lucy El Centro Roisner, Rebecca F. San Diego Rose, Henrietta San Diego Roy, Ipanniah San Diego Rudd, May Genevieve Satielo, Mex. Rumsey, Mary Walker San Diego
Meadows, Idaho Prill, Alice A. East San Diego Radin, Mary San Diego Rhodes, Florence Stuart, Ia. Riggle, Sarah Gladys National City Rinde, Helen San Diego Rives, Lucy El Centro Roisner, Rebecca F. San Diego Rose, Henrietta San Diego Roy, Ipanniah San Diego Roy, Ipanniah San Diego Rudd, May Genevieve Satielo, Mex. Rumsey, Mary Walker San Diego Sargent, Edith East San Diego
Meadows, Idaho Prill, Alice A. East San Diego Radin, Mary San Diego Rhodes, Florence Stuart, Ia. Riggle, Sarah Gladys National City Rinde, Helen San Diego Rives, Lucy El Centro Roisner, Rebecca F. San Diego Rose, Henrietta San Diego Roy, Ipanniah San Diego Rudd, May Genevieve Satielo, Mex. Rumsey, Mary Walker San Diego Sargent, Edith East San Diego Schueler, Elizabeth San Diego
Meadows, Idaho Prill, Alice A. East San Diego Radin, Mary San Diego Rhodes, Florence Stuart, Ia. Riggle, Sarah Gladys National City Rinde, Helen San Diego Rives, Lucy El Centro Roisner, Rebecca F. San Diego Rose, Henrietta San Diego Roy, Ipanniah San Diego Roy, Ipanniah San Diego Rudd, May Genevieve Satielo, Mex. Rumsey, Mary Walker San Diego Sargent, Edith East San Diego Schueler, Elizabeth San Diego Schueler, Elizabeth San Diego Simmons, Marjorie E. San Diego
Meadows, Idaho Prill, Alice A. East San Diego Radin, Mary San Diego Rhodes, Florence Stuart, Ia. Riggle, Sarah Gladys National City Rinde, Helen San Diego Rives, Lucy El Centro Roisner, Rebecca F. San Diego Rose, Henrietta San Diego Roy, Ipanniah San Diego Rudd, May Genevieve Satielo, Mex. Rumsey, Mary Walker San Diego Sargent, Edith San Diego Schueler, Elizabeth San Diego Simmons, Marjorie E. San Diego
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Meadows, Idaho Prill, Alice A. East San Diego Radin, Mary San Diego Rhodes, Florence Stuart, Ia. Riggle, Sarah Gladys National City Rinde, Helen San Diego Rives, Lucy El Centro Roisner, Rebecca F. San Diego Rose, Henrietta San Diego Roy, Ipanniah San Diego Roy, Ipanniah San Diego Rudd, May Genevieve Satielo, Mex. Rumsey, Mary Walker San Diego Sargent, Edith East San Diego Schueler, Elizabeth San Diego Schueler, Elizabeth San Diego Simmons, Marjorie E. San Diego Simmons, Marjorie E. San Diego Simmons, Mrs. Harriette San Diego Sipple, Pauline Holtville Smith, Clara Mae San Diego
Meadows, Idaho Prill, Alice A. East San Diego Radin, Mary San Diego Rhodes, Florence Stuart, Ia. Riggle, Sarah Gladys National City Rinde, Helen San Diego Rives, Lucy El Centro Roisner, Rebecca F. San Diego Rose, Henrietta San Diego Roy, Ipanniah San Diego Rudd, May Genevieve Satielo, Mex. Rumsey, Mary Walker San Diego Schueler, Elizabeth San Diego Schueler, Elizabeth San Diego Simmons, Marjorie E. San Diego Simmons, Mrs. Harriette San Diego Sipple, Pauline Holtville Smith, Clara Mae San Diego Smith, Mrs. Mary Fish Escondido
Meadows, Idaho Prill, Alice A. East San Diego Radin, Mary San Diego Rhodes, Florence Stuart, Ia. Riggle, Sarah Gladys National City Rinde, Helen San Diego Rives, Lucy El Centro Roisner, Rebecca F. San Diego Rose, Henrietta San Diego Roy, Ipanniah San Diego Roy, Ipanniah San Diego Rudd, May Genevieve Satielo, Mex. Rumsey, Mary Walker San Diego Sargent, Edith East San Diego Schueler, Elizabeth San Diego Schueler, Elizabeth San Diego Simmons, Marjorie E. San Diego Simmons, Marjorie E. San Diego Simmons, Mrs. Harriette San Diego Sipple, Pauline Holtville Smith, Clara Mae San Diego Smith, Mrs. Mary Fish Escondido Snow Helen Gould San Diego
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Meadows, Idaho Prill, Alice A. East San Diego Radin, Mary San Diego Rhodes, Florence Stuart, Ia. Riggle, Sarah Gladys National City Rinde, Helen San Diego Rives, Lucy El Centro Roisner, Rebecca F. San Diego Rose, Henrietta San Diego Roy, Ipanniah San Diego Roy, Ipanniah San Diego Rudd, May Genevieve Satielo, Mex. Rumsey, Mary Walker San Diego Sargent, Edith East San Diego Schueler, Elizabeth San Diego Schueler, Elizabeth San Diego Simmons, Marjorie E. San Diego Simmons, Marjorie E. San Diego Simmons, Mrs. Harriette San Diego Sipple, Pauline Holtville Smith, Clara Mae San Diego Smith, Mrs. Mary Fish Escondido Snow, Helen Gould San Diego Snow, Helen Gould San Diego Snyder, John San Diego
Meadows, Idaho Prill, Alice A. East San Diego Radin, Mary San Diego Rhodes, Florence Stuart, Ia. Riggle, Sarah Gladys National City Rinde, Helen San Diego Rives, Lucy El Centro Roisner, Rebecca F. San Diego Rose, Henrietta San Diego Roy, Ipanniah San Diego Roy, Ipanniah San Diego Rudd, May Genevieve Satielo, Mex. Rumsey, Mary Walker San Diego Schueler, Edith East San Diego Schueler, Elizabeth San Diego Simmons, Marjorie E. San Diego Simmons, Marjorie F. San Diego Simmons, Mrs. Harriette San Diego Simmons, Mrs. Harriette San Diego Simth, Clara Mae San Diego Smith, Clara Mae San Diego Smith, Mrs. Mary Fish Escondido Snow, Helen Gould San Diego Snyder, John San Diego Starr, Midred L. Mena, Ark.
Meadows, Idaho Prill, Alice A. East San Diego Radin, Mary San Diego Rhodes, Florence Stuart, Ia. Riggle, Sarah Gladys National City Rinde, Helen San Diego Rives, Lucy El Centro Roisner, Rebecca F. San Diego Rose, Henrietta San Diego Roy, Ipanniah San Diego Rudd, May Genevieve Satielo, Mex. Rumsey, Mary Walker San Diego Sargent, Edith East San Diego Schueler, Elizabeth San Diego Schueler, Elizabeth San Diego Simmons, Marjorie E. San Diego Simmons, Marjorie E. San Diego Simpole, Pauline Holtville Smith, Clara Mae San Diego Smith, Mrs. Mary Fish Escondido Snow, Helen Gould San Diego Snow, Helen Gould San Diego Snyder, John San Diego Starr, Mildred L. Mena, Ark. Sterne, Mrs. Frances San Diego
Meadows, Idaho Prill, Alice A. East San Diego Radin, Mary San Diego Rhodes, Florence Stuart, Ia. Riggle, Sarah Gladys National City Rinde, Helen San Diego Rives, Lucy El Centro Roisner, Rebecca F. San Diego Rose, Henrietta San Diego Roy, Ipanniah San Diego Roy, Ipanniah San Diego Rudd, May Genevieve Satielo, Mex. Rumsey, Mary Walker San Diego Sargent, Edith East San Diego Schueler, Elizabeth San Diego Schueler, Elizabeth San Diego Simmons, Marjorie E. San Diego Simmons, Marjorie E. San Diego Simmons, Mrs. Harriette San Diego Simth, Clara Mae San Diego Smith, Clara Mae San Diego Smith, Mrs. Mary Fish Escondido Snow, Helen Gould San Diego Snyder, John San Diego Starr, Mildred L. Mena, Ark. Sterne, Mrs. Frances San Diego
Meadows, Idaho Prill, Alice A. East San Diego Radin, Mary. San Diego Rhodes, Florence Stuart, Ia. Riggle, Sarah Gladys National City Rinde, Helen San Diego Rives, Lucy El Centro Roisner, Rebecca F. San Diego Rose, Henrietta San Diego Roy, Ipanniah San Diego Rudd, May Genevieve. Satielo, Mex. Rumsey, Mary Walker San Diego Sargent, Edith East San Diego Schueler, Elizabeth San Diego Schueler, Elizabeth San Diego Simmons, Marjorie E. San Diego Simmons, Marjorie E. San Diego Simpole, Pauline Holtville Smith, Clara Mae San Diego Smith, Mrs. Mary Fish Escondido Snow, Helen Gould San Diego Snow, Helen Gould San Diego Snyder, John San Diego Starr, Mildred L. Mena, Ark. Sterne, Mrs. Frances San Diego Stipp, Adah Lakeport Straw, Ruth Marjorie Lemon Grove
Meadows, Idaho Prill, Alice A. East San Diego Radin, Mary San Diego Rhodes, Florence Stuart, Ia. Riggle, Sarah Gladys National City Rinde, Helen San Diego Rives, Lucy Fl Centro Roisner, Rebecca F. San Diego Rose, Henrietta San Diego Roy, Ipanniah San Diego Roy, Ipanniah San Diego Rudd, May Genevieve Satielo, Mex. Rumsey, Mary Walker San Diego Sargent, Edith East San Diego Schueler, Elizabeth San Diego Schueler, Elizabeth San Diego Simmons, Marjorie E. San Diego Simmons, Mrs. Harriette San Diego Simhth, Clara Mae San Diego Smith, Clara Mae San Diego Smith, Mrs. Mary Fish Escondido Snow, Helen Gould San Diego Snyder, John San Diego Starr, Mildred L. Mena, Ark. Sterne, Mrs. Frances San Diego Stipp, Adah Lakeport Stray, Ruth Marjorie Lemon Grove Swanson Elorence San Diego
Meadows, Idaho Prill, Alice A. East San Diego Radin, Mary San Diego Rhodes, Florence Stuart, Ia. Riggle, Sarah Gladys National City Rinde, Helen San Diego Rives, Lucy El Centro Roisner, Rebecca F. San Diego Rose, Henrietta San Diego Roy, Ipanniah San Diego Rudd, May Genevieve Satielo, Mex. Rumsey, Mary Walker San Diego Sargent, Edith East San Diego Schueler, Elizabeth San Diego Simmons, Marjorie E. San Diego Simmons, Marjorie E. San Diego Simple, Pauline Holtville Smith, Clara Mae San Diego Sipple, Pauline Holtville Smith, Mrs. Mary Fish Escondido Snow, Helen Gould San Diego Snyder, John San Diego Starr, Mildred L. Mena, Ark. Sterne, Mrs. Frances San Diego Straw, Mildred L. Mena, Ark. Sterne, Mrs. Frances San Diego Straw, Ruth Marjorie Lemon Grove Swanson, Florence San Diego
Meadows, Idaho Prill, Alice A. East San Diego Radin, Mary San Diego Rhodes, Florence Stuart, Ia. Riggle, Sarah Gladys National City Rinde, Helen San Diego Rives, Lucy Fl Centro Roisner, Rebecca F. San Diego Rose, Henrietta San Diego Roy, Ipanniah San Diego Roy, Ipanniah San Diego Rudd, May Genevieve Satielo, Mex. Rumsey, Mary Walker San Diego Sargent, Edith East San Diego Schueler, Elizabeth San Diego Simmons, Marjorie E. San Diego Simmons, Mrs. Harriette San Diego Sipple, Pauline Holtville Smith, Clara Mae San Diego Smith, Mrs. Mary Fish Escondido Snow, Helen Gould San Diego Start, Mildred L. Mena, Ark. Sterne, Mrs. Frances San Diego Stipp, Adah Lakeport Straw, Ruth Marjorie Lemon Grove Swanson, Florence San Diego Tallman, Lora Estelle East San Diego
Mullin, Ruth Elizabeth

Tinnin, Love S. San Diego Trattner, Flora Cleveland, O Tully, Elizabeth San Diego Van Dieken, Marjorie Sophia San Diego Walker, Mrs. Adelaide L. Dulzurz Walker, Mrs. Amy San Diego Wayland, Annabelle Moberly, Mo Wells, Lucile Dorothea San Diego West, Phil Benson, Ariz
Whittemore, Dorothy

Enrolled for Vocational Home Making Course.

Barclay, Mrs. GraceSan Diego
Bardwell, Mrs. Grace_Worcester, Mass.
Brooks, Mrs. DoraSan Diego
Brown, Mrs. BernieceSan Diego
Ellis, PearlCochella, Wash.
Fanning, Mrs. GraceSan Bernardino
Halley, Mrs. HarrietSan Diego
Hastings, FlorenceSan Diego
Hastings, Lilyan San Diego
McPeak, Mrs. CharlotteSan Diego
Moore, Mrs. ElnoraChicago, Ill.
Osenberg, Mrs. GertrudeSan Diego
Perkins, Mrs. AnnieSan Diego
Pfefferkorn, Mrs. EdithSan Diego
Turnbull, Mrs. MinervaSan Diego

COLLEGIATE STUDENTS, 1920-21.

Bower, Sidney
Brown, Mrs. Nina Lyon
Butts, Fannie
Doyle, Eva Gertrude
Erfman, Mrs. Ruth
Lankford, Mrs. Ida
McCain, Geneva
McKee, Elizabeth
Mark, Mrs. Florence
Mitchell, George R.
Ritchey, Evangeline
Sherlock, Francys
Smith, Katherine Brass
Sparks, Florence
Stratton, Marion

TEACHERS IN SERVICE, SUMMER SESSION, 1920.

Adams, Jane E. Adams, Mary Akeley, Zilda Alcutt, Alice Allen, May Allen, May
Angier, Mrs. M'liss
Ashburn, Emma
Bacon, Mrs. Jessie
Balch, Emma Louise
Barber, William
Barnes, Mildred
Baskin, Florence
Bear, Mrs. Lillian
Becker, Esther
Berrian, Edith Becker, Estner
Berrian, Edith
Berry, Anna Mae
Berry, Eleanor
Beven, Georgia
Bickerton, Blanche Bickerton, Blanche Black, Mrs. Mabel Blythe, Mrs. Annice Bogen, Mrs. Jennie Bone, Blanche Boyer, Mrs. Minnie Bradshaw, Elsie Brewster, Mrs. Ruth Brittain, Edith Brittain, Lucy Brown, Evelyn D. Brown, Vera Brunson, Mary L. Brunson, Mary L.
Bulmer, Marion
Burford, Gladys
Butin, Lelia
Butler, Allice Butterfield, Anna Cady, Nora Campbell, Susie Carpenter, Laura Case, Frances Cavanaugh, Doretha Chalmers, Ula Chesley, Eva Christian, Mrs. Myrtle Christian, Mis. adjudical Clark, Elora Clay, Mariza Claye, Robert Code, Mary A. Colbert, Gail Cole, Margaret Collier, Cecilia Collier, Cecilia
Conant, Mrs. Louise
Coney, Clara J.
Cook, Veda Flagg
Coy, Georgia Cross, Irvin Nettie Crowder, Margaret Crowe, Louise Czarnowski, Ruth Darroch, Alma Davis, Mary De Silva, Elizabeth Dufur, Mrs. Alice Dufur, Gladys Dunagan, Ada
Easley, Mrs. Julia
Ellithorpe, Adelaide
Ellithorpe, Ruth
Farwell, Gertrude

Filkin, Nina Filkin, Nina
Fischer, Agnes
Fischer, Ethel
Flint, Lucy
Fuller, Mrs. Cora
Fulton, Bluebell
Gammon, Beulah
Garner, Luella
Garoutte, Ida B.
Georgia, Rose
Gilman, Mary L.
Gilmore, Ophelia Gilman, Mary I.,
Gilmore, Ophelia
Glidden, Gracelyn
Goodwin, Phoebe
Groome, Mrs. Christine
Harmack, Edith
Harding, Emma
Harlow, Mrs. I.,ucy
Harper, Mrs. Ezura
Hart, Marguerite
Hatton, Catherine
Hawley, Olive
Henderson, Ethel
Hetzel, Cora R. Hetzel, Cora R. Hohl, Gladys Holly, Ellen Hoover, Constance
Hornbuckle, Cora
Howard, Margaret L.
Howland, Mrs. B. W.
Humphrey, Grace
Humphrey, Pearl
Hurley, Ella
Hurst, Edna
Inwood, Anna
Jackson, Rose
Jacger, Mary
Jennings, Mary
Johnson, Cora
Jorres, Evelyn
Kavanaugh, Mrs. E.
Keen, Julia
Kieller, Annie B.
Kelly, Dorothy
Kennedy, Ruth
Knowles, Mrs. Eloise
Lane, Cora
Langley, Mrs. Marglla
Lasswell, Mrs. E. L.
LeLay, Madame Yvonne
Leopold, Mrs. Margaret
Leovy, Adair
Lindgren, Mrs. George
Lines, Lavena Hoover, Constance Hornbuckle, Cora

McRae, Flora McRoberts, Elizabeth McRoberts, Elizabeth Martenis, Angeline Merriken, Mrs. Maude Merrill, Melba Merrill, Ruth Meyer, Mrs. H. D. Moon, Mrs. Catherine Moran, Jessie Morris, Sallie Neff, Eunice Newsom, Mrs. Leona Newsom, Mrs. Leona Newton, Lenna Nigg, Rose Niven, Jane O'Keefe, Elizabeth O'Keefe, Helen Oliver, Ruth Ontiveras, Mrs. Carolee Ontiveras, Mrs. Carolee Osborn, Isabel Outcalt, Mrs. Adele Owsley, Mrs. Gussey Palmer, Mabel Parker, Blanche Parker, Mrs. Ida Parker, Kate O'Donnell Parmateer, Marie Paul, Beulah Paul, Beulah
Peirce, Norma V.
Pennock, Florence
Pennock, Frances
Phelps, Mrs. Faye Littell
Phillips, Stella
Pinkley, Mrs. Ida
Pinkston, Mrs. Lelia E.
Porter, Hazel
Powers, Mary
Premo, La Ventia
Rene, Jeannette
Rice, Mary V.
Rice, Nellie
Richardson, Georgia
Riggle, Lula Riggle, Lula Riggle, Lula
Ritchey, Gwynnyth
Robinson, Mrs. Charlotte
Rodee, Mrs. Nona
Rogers, Verne T.
Rolfe, Mrs. Marguerite
Ross, Mrs. Mary
Ross, Pete W.
Ryan, Grace
Schebury, Cladge LeLay, Madame Yvonne
Leopold, Mrs. Margaret
Leovy, Adair
Lindgren, Mrs. George
Lines, Lavena
Lines, Mildred
Loveland, Mrs. Jessie
Lynch, Mrs. Berta
Lyster, Azalea
McBride, Pella
McCobb, Alma
McCobb, Alma
McCobb, Alma
McCobb, Alma
McGuffin, James A.
McKee, Mrs. Amy
McKee, Mrs. Amy
McKee, Mrs. Amy
McKim, Mrs. Maude
McLaughlin, Mrs. E. A.
MacMacken, Mrs. Marion
Moss, Icte W.
Ryan, Grace
Salisbury, Gladys
Satterwhite, Mrs. Alice
Schellbach, C. H.
Schussler, Anita
Seymour, Mrs. Winifred
Shields, Laurene
Shingledecker, E.
Shumate, Agnes
Sisson, Sallie
Smith, Margaret
Spani, Kate
Sp

Stevens, L. Maude Stone, Dimple Stone, Mrs. Essie Sullivan, Mrs. Jessie Sullivan, Mrs. Jessie Swinehart, Eva Swinney, Clara Talboy, A. C. Tanton, Mrs. Jean K. Taylor, Grace Taylor, Janie Taylor, Mrs. Lorena Taylor, Miriam Teall, Elizabeth Thomsen, Mrs. Elizabeth Thomas, Elizabeth Thompson, Agnes Thompson, Harriet Torstenson, Elna Townsend, Alice Upton, Mattie Vacher, Mrs. Josephine Valentine, Lucile Voss, Mary Wade, Lucille Wakeman, Ellen Walkmeister, Emma Warrington, Maude Watkins, Lenore Wattawa, Mrs. Nellie Welles, Esther

Wetzel, Mrs. Helen White, Freda White, Mrs. G. F. Whittaker, Romaine Wiley, Mrs. Corinne Wilson, Mrs. Ora Wilson, Mrs. Ora
Woodson, Mrs. Meta
Woody, Phyllis
Work, Agnes
Wright, W. S.
Wuerth, Florence
Wuerth, Ruth
Young, Lizzie
Zearing Margaret Zearing, Margaret Zschoegner, Rebekah

SPECIAL STUDENTS, 1920-1921.

Adair, Mrs. Etta; Anderson, Sibyl; Arnold, Mrs. Anna; Arnold, Mrs. Grace; Austin, Isabel; Baskin, Eunice; Black, Robert C.; Bortenlanger, Marie; Bradley, Mrs. Lester; Brenholts, Dorothy; Buck, Louise; Caldwell, Mrs. Ella; Casper, Mrs. G. L.; Casper, Hortense; Castle, Alice; Clark, Mrs. A. B.; Conrad, Hazel; Curtis, Grace; Cutting, Delia; Dalzell, Mrs. Emma E.; Eells, May; Eels, Ida M.; Freeman, Mrs. Frances; Gramley, John C.; Hardy, Anne; Harper, Walter; Harvey, Flora; Hill, Etta; Hoopes, Elizabeth; Howe, Mrs. Ferne Eaton; Ingle, Marie; Inglis, Helen E.; Jacobs, Ruby; Jenks, Anna B.; Jones, Betty; Jones, Mrs. R. W.; Keller, Mrs. Lucy Stone; Kelly, Emma J.; Kennedy, Jelen C.; Kinney, Mrs. Julia; Leach, Mrs. J. C.; Levison, Mrs. Ed; Lingsweiler, Caroline; Livingstone, Mrs. Caroline; Loring, Ruth; Lynch, Mrs. Alice B.; McIntosh, Ruth; McKay, Kathleen; McKie, Alice; McNair, Mrs. Lillie A; McNerney, Mrs. Alice; Manley, Helen; Mann, Mrs. Charlotte; Mason, Mrs. Lucy Ord; Means, Mrs. J. H.; Middlebrook, Caroline; Miles, Mrs. J. H.; Moffat, Margaret; Moore, Mrs. Anna; Ord, Lucy M.; Poehler, Clara; Porterfield, Mrs. Avis; Putnam, Mrs. Ida; Reid, Elizabeth; Rice, Mrs. Eva; Rice, Mrs. Buth; Riggle, F. Gardner; Rimes, Isabelle; Sandford, Lette; Seelye, Ellice; Shields, Ivine; Shields, Hattiebell; Shields, Ruth; Southworth, Alice H.; Terrill, Elizabeth; Thomas, Mrs. Daisy; Tilden, Mrs. Fay; Todd, Josephine; Travers, Constance; Vanatta, Helen G.; Wheaton, Dorothy; Wilcox, Susan; Wilsie, Elva; Winter, Christina; Wright, Allyn; Wright, Charles McPhee.

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